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ABSTRACT

In March 1986, Brevard College, a private two-year liberal arts college, was evaluated for reaccreditation under the new criteria of the Southern Association of Colleges and Schools. Recommendations resulting from the visit focused on long-range planning, identification of expected educational outcomes, and development of outcomes assessment strategies. In response, the college conducted a a campus-wide workshop on educational outcomes, formulated a planning process, and tentatively reformulated the goals of the college. An Institutional Effectiveness Committee, consisting of faculty and administrators, was formed to recommend strategies and processes to the administrative staff for annual and long-range planning, as well as the means for evaluating the effectiveness of each action. The committee's directives for the 1987-88 academic year included: (1) discuss the function of planning and assessment with faculty, staff, and administrative units; (2) assist administrative units in following the approved planning process; (3) evaluate the effectiveness of the planning process; (4) assess the college's data collection activities; and (5) propose an overall method of outcomes assessment. Using Ken Yamada's variables for comprehensive institutional assessment, the committee developed an outcomes assessment model. The student assessment component of the model includes basic skills and diagnostic data, academic progress data for the first and second years, follow-up alumni surveys, transfer performance data, level of satisfaction determinations at various points, and personal development. Other aspects of institutional effectiveness assessed in the model are faculty and administrator employment satisfaction, professional development, the quality of the faculty, system openness, community interaction, ability to acquire resources, and organizational health. Appendixes include a list of the recommendations made to Brevard College and the college's responses, a synthesis of college goals, Brevard's model for faculty, staff, and institutional assessment, and year-end reports. (WJT)

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THE 1990 MONTCLAIR ASSESSMENT CONFERENCE:

STRATEGIES AND PROSPECTS FOR THE DECADE

MARCH 22 - 24, 1990

AN INSTITUTIONAL MODEL FOR ASSESSMENT

Brevard College

A Two-Year Residential College Affiliated

With the

United Methodist Church

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An Institutional Model for Assessment

Abstract

In March of 1986 Brevard, a private two-year Liberal Arts College, was evaluated for reaccreditation under the new Criteria of the Southern Association of Colleges and Schools. Recommendations resulting from the visit focused on long-range planning, identification of expected educational outcomes and development of outcomes assessment strategies. This presentation is a case study of the institution's response to the recommendations and the planning and assessment models which resulted.

Presenters:

Dr. Harry M. Langley, Associate Dean, College of Science Technology, California University of Pennsylvania (Dean of Brevard College July 1986 - July 1989)

Dr. Clara Wood, Dean of Brevard College July 1989 - present

Presentation Overview

I. Introduction

- Nature of the College
- Nature of the Criteria, SACS
- Recommendations of the Visiting Committee

II. Institutional Effectiveness Committee

- College-wide Outcomes Workshop
- Synthesis of objectives and goals: restatement of the Mission of the College
- Design of the planning process
- Design of the assessment model

III. Challenges to Formulation and Implementation

- Faculty involvement
- Administrative involvement
- The budget linkage

IV. A Retrospective View

AN INSTITUTIONAL MODEL FOR ASSESSMENT

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AN INSTITUTIONAL MODEL FOR ASSESSMENT

I. Introduction

Nature of the College

Brevard is a two-year, private, primarily residential college affiliated with the United Methodist Church. It is a liberal arts institution granting Associate of Arts and Associate of Fine Arts degrees. The majority (90+%) of its graduates transfer to four-year colleges and universities to complete the baccalaureate degree. Approximately 40% of the students who attend Brevard do not attain a degree from the College but transfer to other colleges and universities to complete their studies.

Nature of the Criteria, SACS

In the early 1980's the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) began to formulate its guidelines for reaccreditation based on assessment of institutional effectiveness. This began a period of several years during which SACS would move from its traditional Standards for reaccreditation to its new Criteria.

Section III of the new Criteria addresses Institutional Effectiveness. Section 3.1, Planning and Evaluation, describes a planning and evaluation process including:

1. broad-based involvement of faculty and administration;
2. the establishment of a clearly defined purpose appropriate to collegiate education;
3. the formulation of educational goals consistent with the institution's purpose;

4. the development of procedures for evaluating the extent to which these educational goals are being achieved; and
5. the use of the results of these evaluations to improve institutional effectiveness (p. 10, Criteria for Accreditation Commission on Colleges, SACS).

Brevard College was scheduled for its reaccreditation during the 1985-86 academic year; the reaccreditation visit was to come in March of 1986. The SACS had, for several years, worked on a preliminary document that would eventually form the basis of the new Criteria. However, few procedural materials were available and the new visiting committee would be embarking on untried policy. Therefore, Brevard was given the option of a reaccreditation visit under the Standards or under the proposed Criteria. The administration selected the Criteria.

Recommendations of the Visiting Committee

The faculty and staff of Brevard labored to produce a self-study document based on the Criteria. The visiting committee examined the document, visited the campus and departed leaving a preliminary count of twenty-four (24) recommendations, and seventeen (17) suggestions with the College-Steering Committee. Under the Standards, 3-7 recommendations was considered average. NOTE: A recommendation must be addressed satisfactorily to remain in good standing with SACS; a suggestion does not carry the weight of a recommendation and does not require a formal response.

In October of 1985 the then Dean of Brevard College left to accept a presidency. An Acting Dean served during the self-study visit from October of 1985 through June of 1986. A new Dean of the

College assumed his responsibilities on July 1. One of the first tasks of the new Dean was to coordinate the response for the College to the recommendations and suggestions (optional) from the Visiting Committee of SACS. The formal recommendations and suggestions were received in June by the President of the College; the response was due September 1 in the office of the Executive Director of the accrediting agency.

The Dean, working with the Chairman of the Steering Committee and with assistance from available faculty and staff, drafted the response for SACS. In drafting the response the follows assumptions were made:

1. the initial response to SACS would be a short-range planning document;
2. both recommendations and suggestions would serve as goals or objectives for subsequent responses;
3. existing committee structure would be used to respond to the recommendations and suggestions where feasible;
4. where committee structure did not lend itself to a particular recommendation or suggestion the administrative unit most closely associated would be responsible for subsequent responses.

A copy of this document is reproduced in the appendix. Although many of the recommendations dealt with planning and assessment in particular areas, e.g. faculty evaluation, student affairs, library, physical plant, two broad recommendations will be discussed in this paper. These recommendations with initial responses follow.

Sections 2: Purpose

Recommendation:

THE COMMITTEE RECOMMENDS THAT PLANNING AND EVALUATION PROCESSES BE DEVELOPED AND IMPLEMENTED TO DEMONSTRATE THAT THE PURPOSE IS BEING FULFILLED.

Response:

The President of Brevard College will direct the standing Committee on Institutional Effectiveness to develop processes for planning and evaluation. The Committee was established at the outset of the recently completed institutional self-study; it consists of approximately equal representation of faculty and administration. It will serve to recommend to the administrative staff processes for annual and long-range planning and means for evaluating the effectiveness of each process.

The Committee on Institutional Effectiveness will work with the faculty and the administrative staff to formulate a process for establishing institutional goals and objectives based on the Purpose of the College or a refined version thereof. The planning process will involve all components of the College family and will be evaluated annually. A target date for establishing the planning and evaluation process will be January 1, 1987. [For additional comments refer to section 3.1.]

Section 3.1: I. E.

Recommendation:

THE COMMITTEE RECOMMENDS THAT THE COLLEGE MOVE QUICKLY TO DEFINE ITS EXPECTED EDUCATIONAL RESULTS AND ANALYZE AND APPRAISE ITS

PURPOSES, POLICIES, PROCEDURES, AND PROGRAMS USING THE DATA GENERATED BY THE PLANNING AND EVALUATION PROCESS.

Response:

The Committee on Institutional Effectiveness will be charged with developing processes for planning and evaluation. Working with faculty, the Committee will evaluate and formulate expected educational results (goals). The Committee will serve to coordinate the appraisal of these goals and the policies, procedures, and programs of the College through which the goals are implemented.

The Institutional Effectiveness Committee will begin by assessing the status of the Purpose of the College with accompanying objectives listed in the College Handbook. Many of the objectives given in the College Handbook are actually educational goals of the College based on the statement of Purpose. As goals, they are also educational outcomes, outcomes which the College wishes to achieve through exposure of students to its educational milieu. These goals must therefore be evaluated to determine whether they are the educational outcomes which the College desires and to ascertain the means by which their effectiveness can be measure. In the process, new objectives may be added, old ones deleted.

During the fall (1986) semester workshop, the faculty will work in small groups to define the expected educational results (goals) of the College. The groups will then submit summaries of their results to the Committee on Institutional Effectiveness, which will use these summaries, other data collected during the self-study, and the objectives published in the College Handbook as the bases and the guidelines for formulating the educational results of the College.

Thus, Brevard will move quickly to define its expected results and then begin as soon as possible, using the data generated through planning and evaluation, to analyze and appraise the College's goals, policies, procedures, and programs. In future reports to the Southern Association, the following hierarchy will be used: Purpose, goals, objectives, activities. The Purpose will be the broad, generalized statement upon which goals, objectives, and finally activities are based. The objectives and activities will be more specific and measurable components of the College plan.

II. Institutional Effectiveness Committee

The Institutional Effectiveness Committee (IEC), a presidential committee, was appointed at the outset of the self-study process, fall of 1984. It worked with the Self-Study Steering Committee to draft the Self-Study document. It was composed of faculty representatives from each of six (6) academic divisions and, five (5) administrative representatives: one each from the computer center, Development, Financial Affairs, and included the Dean of the College and the President. The IEC was the obvious mechanism through which to coordinate the planning and evaluation processes and the defining of expected educational outcomes.

Academic Year 1986-87

In the fall of 1986 the faculty and administrative staff of Brevard College spent one day of the faculty development workshop discussing planning, educational outcomes, and assessment in general. The Dean of the College served as presenter and facilitator as the faculty designed "ideal college" in terms of expectations of students. These expected educational outcomes coupled with the data

collected for the self-study and goals and objectives from the College Handbook served as the basis from which IEC would begin its task. **The tasks of the Committee were:** to design a planning process, to define educational goals (outcomes) for the College and then to design an assessment model for determining how well the College achieves its goals; faculty and administrative approval would be essential to complete each task.

The IEC met twice a week during the fall semester of 1986. By February of 1987 a planning process for establishing institutional goals and objectives was formulated and had received tentative approval from the President's Council. This process and Tentative Restatement of the Goals of Brevard College were distributed to the faculty, discussed in a faculty forum and approved by the faculty.

The process as approved follows (taken from the IEC written report to the President and faculty):

"Any good goals are at once general, dynamic and important. They should be general, since different people will view them from their own perspectives; dynamic, as are the institutions that set and attempt to obtain them and important to the institution.

The process by which an institution's goals are set and changed must itself be flexible and yet organized if the establishment and evaluation of an institution's goals are to comprise a meaningful process.

I. A proposed process by which the goals of Brevard College will be established is shown below. In subsequent years, we will review these goals on an annual basis to be sure

that they haven't changed appreciably; if they have, restate those that need restating.

On a five year cycle, commencing two years before the SACS interim report is due, the College's mission statement will be re-examined and updated if necessary. The SACS Criteria manual will be used as the basis for this re-examination.

Parties Involved

Trustees

President

Deans

Faculty

Administrative Staff

Process:

1. Review the College Catalogue, College Handbook, and the educational and administrative outcomes and goals as prepared by the faculty and administrative staff, and formulate the goals of Brevard College.

   These goals must be:

   a. Suitable for the mission of the college
   b. Measurable over time. Any goal which cannot be measured needs to be reformulated in such a way than it can be measured.
   c. Feasible
   d. Flexible
   e. Motivating

2. Evaluate our progress in achieving our goals. (Measure the degree to which we have been successful in realizing part or all of a specific goal.)
3. Review our current goals as to appropriateness in light of our evaluation in 2. above. Add, delete, and or modify our current goals as necessary.

II. Using the goals established in I. above, each Dean, Division, and Administrative Department then establishes objectives which they feel are appropriate for their specific area of responsibility in the fulfilling of the College's goals.

The objectives must be:

a. Specific, and relate to a particular goal
b. Have a realistic time frame, with measurable results within the current year. (An objective that can't be measured to some extent within a year needs to be defined with more precision.)
c. Feasible
d. Attainable
e. Measurable

The objectives will then be reviewed by the division chairs, the Dean of the College, the President and Trustees for completeness, Feasibility, and appropriateness in view of the College's goals.

The evaluation of how much of the previous year's objectives were accomplished is an integral part of this annual objective setting process, each of the previous

year's objectives must be evaluated in light of how much was accomplished, how much is still left to be done, and any reasons as to changes, delays, etc.

III. The Deans, Division Chairs, and Administrative Departments prepare their budgets for the upcoming year considering the objectives in II above, as they determine their specific budget requirements. This process is identical to the process used currently.

IV. Budgets are reviewed, modified, and approved. Any budget modification will result in objectives being revised. This budget review process should be an interactive process as any change in the budget may affect the ability of a specific area to fulfill one of its agreed upon objectives. An integral part of this budget process is also the evaluation of progress in accomplishing previously agreed upon objectives and the budgetary ramifications of same."

Initial Observations

The tentative restatement of goals, brought several items to our attention. First, one area in which the College was beginning to move, i.e. continuing education, was neither a stated part of the College Mission nor was it a written goal of the College Handbook. Second, it was becoming apparent that the college community did not fully concur on definitions of terms, e.g. university-parallel education: everyone agreed that Brevard should have one but at least two very divergent definitions prevailed. Third, a number of our goals would require assessment techniques with which some faculty

felt uncomfortable. Fourth, the goals we needed to assess for total institutional effectiveness were not confined to the academic or more specifically the cognitive domain. Thus, the concept of viewing the College as a total environment received additional focus.

Summary for Academic Year 1986-87: During the first year following the SACS visit, the College responded to the recommendations and suggestions of the visiting committee; conducted a campus-wide workshop on educational outcomes; formulated a planning process and tentatively reformulated the goals of the College based on the College Handbook (with its existing goals), the Institutional Self-Study document, the College Catalog and the educational outcomes proposed by faculty and staff.

Academic Year 1987-88

For the 1987-88 academic year, the directives for the IEC were to:

1. Communicate the function of planning and assessment to faculty, support staff and administrative units (as needed).
2. Assist administrative units in following the approved planning process.
3. Evaluate the effectiveness of the planning process (report to President and Dean by April 15th).
4. Assess the data collection done currently at Brevard (completed by December 19th).
5. Propose an overall method of assessment of the outcomes of the College (by March 25th).

Each of these directives were addressed by the committee with varying degrees of success. Each will be described briefly.

Communicate the function of planning and assessment to faculty, support staff and administrative units.

The committee through its membership discussed assessment with faculty. The faculty were becoming a part of the assessment scheme. As a response to one of the 24 recommendations of SACS, a management by objectives method of evaluation for faculty in three areas: professional development, service to the institution and teaching, was discussed during the 1986-87 academic year and implemented for the 1987-88 academic year. Faculty were asked to select goals in each area, to weight the area as a portion of the total evaluation and to assess their progress. One of the goals for all faculty in the area of teaching was to assess the effectiveness of instruction: the approaches selected were the choice of each faculty member with most opting for measures of value added to student learning, objective analyses of teaching methodology, follow-up surveys of graduates, performance of graduates at four-year institutions or a combination of these.

The IEC met with the President's Council to discuss the planning process and the importance of setting goals. Unfortunately, a turnover of administrative staff (Dean of Students, Director of Alumni, Director of Development), served to impede the implementation of this phase. It was hoped that each administrative department would review its goals (in the College Handbook), add to, delete from or modify the list. Little progress was made in this area.

Assist Administrative Units in Following The Approved Planning Process

The goal for this phase was to have each administrative area evaluate its functions, set goals and some measurable outcomes. Some progress was made in the self-evaluation phase; very little progress was made with goal-setting or assessment of outcomes. Some institutional setbacks described in the last section of this paper slowed implementation of the IEC directives.

Evaluate the Effectiveness of the Planning Process

The evaluation of the planning process was slowed. The tasks were to establish for each area: goals, out-comes, and means of assessment and to attempt to link these to the budgeting process. Again, institutional circumstances discussed later de-emphasized the importance of the planning process for many of the members of the President's Council.

Assess the Data Collection Done Currently at Brevard

This was one task under the direct control of the IEC and data collection was analyzed thoroughly. Data collected from various administrative offices and data collected by segments of the academic sector were reviewed. Questionnaires (standardized and in-house); examinations (standardized and in-house); admission, retention, graduation, and post-graduation success statistics; and general methods of data collection were summarized by the IEC.

Propose an Overall Method of Assessment of the Outcomes of the College

This task was under the control of IEC and progress toward its completion was marked. Our emphasis was on assessment of total Institutional Effectiveness, i.e. we did not focus solely on assessment of cognitive student outcomes. We were assisted in the planning of our assessment model by a paper by Dr. Ken Yamada, "Is Assessment of Effectiveness Realistic? Can it be done?", presented at the Institute of Higher Education of the United Methodist Ministry in Nashville, Tennessee in June of 1987. The following essential questions (5) and variables (9) are taken from Dr. Yamada's presentation.

ESSENTIAL QUESTIONS

1. Has the institution clearly defined appropriate goals?

2. Does it have the programs and other resources to attain those goals?

3. Does it offer an environment conducive to their attainment?

4. How well does it achieve them?

5. What steps are to be taken in attaining any reasonable goals yet unreached?

Comments: We had outlined a procedure for setting realistic goals (No. 1); the process was iterative and linked to the budgeting cycle (Nos. 2 and 5); we were formulating a means of determining achievement (Nos. 4 and 5); and we had identified the need for a "conducive environment" for planning, assessment, and change.

ESSENTIAL VARIABLES

1. **Student educational satisfaction**

   The extent to which students are satisfied with their educational experiences at the college.

2. **Student academic development**

   The extent of the academic growth, attainment, and progress of students at the college.

3. **Student career development**

   The extent of occupational preparedness of the students, and the emphasis on career development provided by the college.

4. **Student personal development**

   The extent of student development in nonacademic, noncareer-oriented areas, and the emphasis on personal development provided by the college.

5. **Faculty and administrator employment satisfaction**

   The extent of satisfaction of faculty members and administrators with their employment at the college.

6. **Professional development and quality of the faculty**

   The extent of professional attainment and development of the faculty, and the emphasis on development provided by the college.

7. **System openness and community interaction**

   The extent of interaction with, adaptation to, and services provided for the external environment by the college.

8. **Ability to acquire resources**

   The ability of the college to acquire needed resources such as high quality students and faculty, financial support, etc.

9. **Organizational health**

   The extent to which the internal processes and practices in the college are smooth functioning and benevolent.

The essential variables were organized into three groupings: students (variables 1-4), faculty and staff (variables 5 and 6) and institution (variables 7-9). Thus, the IEC decided to construct its assessment model using these nine (9) variables. Subsequently SACS published a Resource Manual on Institutional Effectiveness (SACS, 1987). Upon review of this document the IEC felt that the nine variables of Yamada's presentation adequately covered the sixteen required evaluations listed by SACS (Resource Manual.... pp 22-23).

Before beginning to construct the assessment model the IEC made several assumptions:

1. Much of the data we needed was collected currently.

2. IEC would serve as the Coordinating unit for determining data needed and its acceptable format.

3. IEC would make judgements as to the completeness of data, but would not assess its value to goal setting or to setting priorities of goals.

4. Data would be both objective and subjective in nature, i.e. since we would be sampling the tenor of the environment, opinion polls would be essential components of our assessment model.

5. Top level administrative support would ensure that the process was valued by faculty and administrative staff (and that requests of the Committee would be acted upon).

Assessment Model - Student Assessment

The three groupings of nine essential variables selected by IEC were: students, faculty and staff, and institution.

For the first group, students, a model was selected from among those presented by Dr. Peter Ewell ("Institutional Effectiveness: Student Outcomes Assessment") at the Institute of Higher Education of the United Methodist Ministry, Atlanta, July, 1986. The model was modified to fit Brevard's needs (refer to appendix).

In brief, the student assessment model includes basic skills and diagnostic data, academic progress data for the first and second years, follow-up alumni surveys and transfer performance data, and level of satisfaction determinations at various periods (Yamada's variables 1 and 2). Additional components on career and student development were added to the model or to be supplemented through the year-end reports from student affairs (Yamada's variables 3 & 4).

ASSESSMENT MODEL

COMPONENT FOR STUDENT ASSESSMENT

Time	Data Collected
At Entry	- Admissions Questionnaire
	- CIRPS Report
	Placement
Basic Skills/Diagnostic	- SAT M/V required
	- TSWE
	- High School Average
	- Math Placement
	- Nelson-Denny
	- Predicted Freshman GPA

	- ASSET: (Other skill tests available through Skill Development course and Learning Center)
	- ACT Pre-Tests
First Year	
Academic Progress and Adjustment	- How are you doing questionnaire
	- Early warning notice
	- Mid-term grade reports
	- Academic probations, suspensions
	- Dean's list and honor roll
	- Learning contracts
	- Exit interviews
	- Academic advising evaluations
	- Retention surveys
	- Learning center report
Second Year	
Academic Goals	- Graduation questionnaire (admissions)
	- Transfer counselor's report
	- How are your doing questionnaire
Persistence and Performance	- Academic probation, suspension
	- Dean's list and honor roll
	- Retention surveys
Basic/Collegiate Skills	- TSWE
	- English Competency (grammar)
	- Math Competency
	- ACT exit exams in writing, reading, mathematics and critical thinking

Post Graduation

Further Educational Experience	- Admission's graduation questionnaire
	- Alumni survey questionnaire
	- Transfer advisor's report
Performance	- GPA's at receiving institutions
Evaluation of Instruction	- Alumni Survey Questionnaire

Additional Components for Career and Personal Development:

Student Career Development

At Entry	- Admissions Questionnaire (CIRPS)
	- Registration (major area)
On-Going	- Use of Sigi-Plus
	- Enrollment in Career Development Class
	- Career Counselor Report
	- Transfer Counselor Report
	- Career Seminars
Post-Graduation	- Alumni Survey

Student Personal Development

On-Going Assessment

- Participation in extra-curricular activities, athletics, SGA
- RA selection and training
- Student participation in Service
- Report of Coordinator of Service Component
- Personal Development course
- Exit interviews
- Retention Surveys

- How are you doing questionnaire
- Campus Counselor and Transfer Counselor reports

Post-Graduation

- Alumni Survey

DESCRIPTION OF THE STUDENT ASSESSMENT COMPONENT

At Entry

The Admission Questionnaire and the CIRPS report (Cooperative Institutional Research Program) supply demographic and attitudinal data on the entering freshmen; the one is an in-house questionnaire, the other is a national survey with which Brevard has participated for over a decade.

Basic Skills Diagnostic

For admission to Brevard, SAT Math and Verbal scores are required, and a TSWE (Test of Standard Written English) is strongly encouraged. High school grades in college preparatory classes and scores on an in-house math competency examination and the Nelson-Denny reading test are used to predict the freshman average; the formula used was validated in 1982 by College Board. The reading component, although required in 1982, had been removed and was subsequently reintroduced to flesh-out the assessment model for the College. In the fall of 1988 all students in developmental English were tested for reading ability; all entering freshmen were tested in the fall of 1989.

Other American College Testing (ASSET) materials were made available in the new Learning Center to assess study and time management skills.

American College Testing (ACT) pretest were administered in the fall of 1989 for the first time. These tests were used to set national baseline data for entering freshmen in writing, reading, mathematics and critical thinking (CAAP project). More about the program will be covered in the discussion of basic skills assessment at the end of the sophomore year.

First Year

Academic Progress and Adjustment

How are you doing questionnaire: This is an in-house questionnaire added to assess adjustment within the first four to five weeks of the college experience. Questions about making friends, study atmosphere, faculty advisor, and self-assessment of needs were among those asked on this questionnaire.

Early Warning Notice: This form combined two previously existing in-house forms to help monitor student absences and poor academic performance. Faculty would complete these for students in their classes who might require intercession from the Office of the Dean or the Associate Dean. Copies were sent to the student, Dean of the College, Academic Advisor, Dean of Students, and Resident Director (for residential students).

Mid-Term Grade Reports: Mid-term grade reports were required and copies were mailed to the students' home addresses and sent to academic advisors and resident directors.

Academic Probations, Suspensions: Academic probation for a freshman required a learning contract for the forthcoming semester. The number of both academic probations and suspensions were monitored each semester.

Dean's List and Honor Roll: Students making the Dean's List and Honor Roll were notified and honored with a reception each semester. The number of both groups of honorees was monitored.

Learning Contracts: Learning Contracts were agreements between students on academic probation and the Dean of the College. Weekly meetings with a College official to assess academic progress and mandatory attendance at various academic support laboratories were required. For the first three years the learning contracts were monitored by the resident directors. The academic advisors monitored them for 1989-90. Numbers of students on Learning Contracts, and subsequent performance levels were monitored yearly.

Exit Interviews: All students leaving the institution had to complete an exit interview. The Dean of Students and the Dean of the College would meet at the close of each semester to assess the

data collected on students withdrawing from the college.

Academic Advising Evaluations: For several years the administration had worked to improve the advising system. Workshops were instituted in fall of 1987, 1988 and 1989 to offer training to faculty advisors. An advisor's manual was written in 1987. In the spring of 1989 a Coordinator of Academic Advising was appointed and one of his tasks was to evaluate the advisors and the advising system. These evaluations would be conducted during the 1989-90 and subsequent academic years.

Retention Surveys: A retention survey was completed by students who failed to pre-register for the forthcoming semester. Reasons for not returning were indicated on this form. An assessment of student retention was conducted by the Office of the Dean each semester. Students were tracked individually.

Learning Center Report: It became apparent that the faculty-staffed writing and mathematics laboratories were doing a good job but in very specific areas. A learning center was developed to assist with various skill areas including reading, listening, studying, mathematics and time management. A coordinator was appointed to direct this laboratory for the 1988-89 academic year. A year-end report was required detailing laboratory usage and student success rates.

Second Year Academic Goals

Graduation Questionnaire: This was an in-house questionnaire assessing the attitudes of students who were graduating.

Transfer Counselor's Report: In response to student needs, a transfer counselor was appointed in the fall of 1988. This person served to assist in career guidance and counseling but served primarily to assist students in transferring efficiently to a receiving institution. A year-end report detailed assistance to students and transfer statistics.

Persistence and Performance

How are you doing questionnaire:

Academic probation, suspension:

Dean's List and Honor Roll:

Retention Surveys:

(All explained above.)

Basic/Collegiate Skills

Test of Standard Written English: The TSWE has been one of the placement tests used at Brevard for over a decade. During the 1988-89 academic year the English faculty decided to use the TSWE as a post-test of writing proficiency of students taking their sophomore literature classes at Brevard. These data are compared to entrance TSWE scores to measure improvement of writing skills.

English Competency: The English Competency Test (ECT) is a grammar test required of all students before exiting English 101, Freshman Composition. It is an in-house examination that has been used for several years. In the 1988-89 academic year a thorough study of ECT data was conducted by one of the English faculty.

Math Competency: The Mathematics faculty have designed a math placement examination requiring at least proficiency of high school Algebra I and a computational competency equivalent to ninth grade mathematics. All students must satisfy these minimal competencies. These expectations are surpassed by students earning the Associate of Arts degree but may be the minimal expectation of students earning the Associate of Fine Arts degree. Passing the examination or completing Math 099 satisfy this minimal expectation.

American College Testing Exit Exams in Writing, Reading, Mathematics and Critical Thinking: In the 1987-88 academic year Brevard became a pilot-testing institution for the Collegiate Assessment of Academic Proficiency (CAAP) for ACT. This involved testing the sophomore class in writing, reading, mathematics and critical thinking in the spring terms of 1988 and 1989. These tests helped establish base-line data for the CAAP project. Brevard continues as a pilot-testing institution by administering pre-tests to freshmen, post-tests to sophomores and by supplying academic performance data to ACT for analysis. The test data will be national normative data of performance in the areas indicated. During the spring of 1988 members of the sophomore class took only one of each of the four examinations which were randomly distributed. In

the spring of 1989 and subsequent years each student would complete all four examinations.

Post-Graduation

Further Educational Experience

Admission's Graduation Questionnaire: This is discussed above.

Alumni Survey Questionnaire: The first alumni survey questionnaire was developed in the spring of 1987 and administered during the fall Alumni weekend. The response rate was very poor. During the 1988-89 academic year a new Director of Alumni assisted with mail-outs of the questionnaire. The return rate was still relatively low. This is a perception questionnaire designed to monitor graduate satisfaction with quality of teaching, advising, career assistance, preparation for the major, etc. Some of the preliminary data collected supported the appointment of a transfer counselor.

Performance

Grade point averages at receiving institutions: The University System of North Carolina sends annual transfer GPA's of Brevard students to the College for analysis. Those students who did not complete the general education component at Brevard are removed from the data before comparisons are made. A number of institutions with which Brevard holds transfer agreements, sends performance data regularly. The Office of the Dean collects transcript requests from graduating sophomores. Every four or five years a sample of these graduates will be selected, their transcripts secured and an analysis of performance will be conducted, overall and by discipline.

Evaluation of Instruction

Alumni Survey Questionnaires: This questionnaire asks specific questions about the students' perceptions of the quality of instruction.

Student Career Development

At Entry

Admissions Questionnaire/(CIRPS): These have been described above.

Registration: Students must identify a major area of study which can include "undecided". Students who are undecided as to major are encouraged to take a career development course or to use Sigi-Plus or both to refine career goals.

On-Going

Sigi-Plus: The use of Sigi-Plus is monitored. It is used as a resource for the career development classes, academic advisors, the Learning Center, the Career Counselor, Campus Counselor, the Transfer Counselor and for any student who wishes access.

Career Development Class: Student enrollments in this class are also monitored. Students who are undecided as to major or who are experiencing academic difficulty are advised to take the class.

Career Counselor's Report: The Career Counselor is a member of the student affairs staff and teaches a number of the career development courses. The Counselor's Report is part of the report from the Dean of Student Affairs.

Transfer Counselor's Report: The Transfer Counselor is on the staff of the Dean of the College. The Transfer Counselor meets at least once a semester with each student to assist in targeting the receiving institution to which the student wishes to transfer. Assistance with the selection of majors or careers is one of this counselor's duties. There is a report produced each semester detailing assistance rendered and the number of students successfully placed, i.e. in the institution to which they wish to and are capable of transferring.

Career Seminars: Participation in career seminars held at least once each semester is monitored.

Post-Graduation

Alumni Survey: A few of the questions on the alumni survey deal with career assistance received while attending Brevard College. From the first surveys, although small in number, it was apparent that students believed they received little or no assistance in this area. These data supported the decision to appoint a Transfer Counselor.

Student Personal Development

On-Going Assessment: This area is difficult to assess effectively. Information can be extracted from exit interviews, how are you doing questionnaires, retention surveys, and the reports of the campus counselor, transfer counselor and the resident directors (all holding masters degrees, many of which are in counseling). Early reports from Resident Directors indicated a very high percentage of students with long-term emotional or psychological problems or problems adjusting to college. These indicators led to the appointment of a Campus Counselor. Everyone in an administrative role does some counseling, but the Campus Counselor coordinates all campus counseling, refers to professional off-campus counseling and does personal counseling as well.

Participation in extra-curricular activities, athletics, and student government give some indication of adjustment to the social and extra-curricular activities of the campus.

The best indicators of student personal development come from five sources: RA selection and training, student participation in service, personal development course, an educational disciplinary system, and a unique orientation program.

RA selection and training: Each year resident assistants (RA's) are selected from among student applicants for the positions available. An elaborate screening process and completion of a "Students helping Students" course provide the best students for the positions. These students will undergo a rigorous training for resident assistants before the beginning of the fall semester and will participate in in-service training during the year of service. The progress, growth and development of the RA's is evaluated by the Campus Counselor.

Student Participation in Service: In the spring of 1989 following a pilot service project to Mexico, the faculty of Brevard voted to require a service component of all students who graduate from the College. The service component consists of approved or sponsored service projects in the local community, region, country or abroad. Service ranges from tutoring in local elementary and secondary schools to rebuilding a church in an isolated village in Mexico. The director for the program assesses its impact on the values and

perceptions of students as a portion of the year-end report.

Personal Development Course: Each student in academic jeopardy (as indicated by predicted freshman GPA or as demonstrated by poor academic performance) is advised to take a personal development course which assists in assessing student strengths and weaknesses and which enhances survival skills of both an academic and social nature. The Office of the Dean monitors performance in the course and tracks students in an attempt to evaluate the impact of the course on future student performance.

Educational Disciplinary System : The disciplinary system at Brevard is unique. It was developed in the 1987-88 academic year and has been improved during the last two years. In brief, it is a counseling-based system which goes to great length to explain to students why there are rules and why aberrant behavior is not condoned. The student's responsibility is emphasized verbally and through a required disciplinary service program. Improved behavior is reinforced. The Dean of Student Affairs monitors repeat offenses, types of offenses, damage to the College, etc. Thus far the educational disciplinary program has been successful in terms of reducing the repeat offenses, developing a sense of responsibility in students, and reducing damage to College property.

Orientation Program: The freshman orientation program is five days in duration. The emphasis is adjustment, cooperative living (for residential students), and both personal and group responsibility. The orientation period is capped with a day at Camp Greenville during which groups by residence or commuter status are taken through a group challenge course. Building cooperation, group closeness and an understanding of responsibility within the group are among the goals of this day-long event. Student assessments of the impact of orientation are conducted by Student Affairs and are included in the annual report of that office.

STAFF, FACULTY AND INSTITUTIONAL ASSESSMENT COMPONENTS

Other of Yamada's variables (Nos. 5-9) were to be assessed through data collected by various administrative units. In some cases these data were already presented in year-end reports of the

unit, in other cases they were additional requirements of the year-end reports.

No. 5 **Faculty and Administrator Employment Satisfaction**

- Satisfaction questionnaire for faculty/ administrators

No. 6 **Professional Development and Quality of the Faculty**

- Summary from Summary Reports of Accomplishment (SRA's): the annual evaluation reports from faculty on their objectives for the year.
- Summary report from Faculty Development Committee
- Sabbaticals granted
- Dean's report on faculty credentials (These would all appear in the annual report of Academic Affairs)

No. 7 **System Openness and Community Interaction**

- Evaluation of the Continuing Education Program including the Ambassador's (Annual Report of Academic Affairs)
- Community Fund Campaign - success and support and
- Speakers Bureau (Annual Report of Development)

No. 8 **Ability to Acquire Resources**

- Admission's report (annual)
- Development report (annual)
- Budget analysis of College i.e. did we finish in the black; were funds used efficiently?
- Comparative study from Board of Higher Education- United Methodist Ministry

- Dean's report on faculty credentials (from #6)
- SRA's from faculty-professional development (#6)
- Annual report from Financial Affairs

No. 9 **Organizational Health**

- Report from Faculty Council
- Report from Staff Council
- Degree of satisfaction questionnaire (#5)
- Report from SGA (Student Government Association)
- Report from Committee on Continuing Education (part of #7)
- Report from Alumni (alumni annual report)
- Report from Development (part of #8)
- Administrator's evaluation - evaluation of administrative flow, efficiency
- Physical facilities (annual report of Physical operations)

Nos. 8&9 Executive Committee's Report to Trustees

President's Report to Trustees (Fall and Spring)

Assessment of the Assessment Model

With these components in mind a system review of how the assessment pieces would fit together administratively was developed by the IEC (refer to appendix). It was shared with the President's Administrative Council. The model with accompanying supportive materials was sent to SACS and the Board of Higher Education of the United Methodist Ministry for critique. Both organizations encouraged us to continue with our plans. The evaluation from the Board of Higher Education was especially enthusiastic and complimentary.

Academic Years 1988-89, 1989-90

For the 1988-89 academic year the goal of IEC was to have each department complete its annual report according to the guidelines established by the committee. The contents of each report were specified by the committee. The committee's role would be to assess the completeness of the reports, to make recommendations for improvements, and to present these to the President of the College. The departments would use goals previously established and printed in the College Handbook. One of the expected outcomes of the annual report process was that each department would analyze its goals and objectives and make modifications for the forthcoming year where appropriate. In general, the annual reports were marginally acceptable. The most complete report and by far the most extensive was from academic affairs. This was the first turn through the planning and assessing cycles and IEC anticipated the responses it received. Representatives of the committee were to discuss the IEC critiques with each department. The reports for the 1989-90 academic year were expected to incorporate these suggestions. A second turn through the planning and assessing cycles would establish the process as an annual one and ease the discomfort of the first-time experience.

In Summary

The assessment model was patterned after Dr. Yamada's nine (9) variables for total College assessment. The student assessment component included basic-skills-diagnostic data, academic-progress data for the first and second years, follow-up alumni surveys, transfer-performance data, and level-of-satisfaction determinations during enrollment and following graduation or transfer from Brevard.

Additional components on Student Career Development (Yamada's No. 3) and Student Personal Development (Yamada's No. 4) where added to the model easily or supplemented through the year-end report from Student Affairs.

Other of Yamada's variables (No. 5-9) were assessed through data collected by the various administrative units. In some cases these data were already presented in the year-end report of the unit; in other cases they needed to be required components of year-end reports.

Much of the information needed for educational outcomes assessment of students was in the embryonic stages of development. Various methods needed to be refined to the point that these assessments e.g. English Competency test, math exit exams; performance of transfers at other institutions, etc. could be used to measure effectively what students acquired from the Brevard experience. It was also apparent that much of the information in Yamada's variables concerning faculty, staff, and the institution was supplied through the annual reports of each administrative area and the evolving evaluation system for faculty. Some supplemental

information was solicited on satisfaction levels of faculty and staff personnel.

In order for the system to function smoothly, each administrative area had to follow the planning process as proposed by the Institutional Effectiveness Committee in 1986-87. In brief the process was:

1. Statement of goals (objectives of the area)
2. Methods for attaining No. 1.
3. Assessment of effectiveness of No. 2.
4. Supportive data for No. 3.
5. Re-examination and possible re-formulation for Nos. 1, 2 and 3.

Furthermore, specific data must be included in certain area reports for the system to function effectively. Refer to the section on contents of the year-end reports by area given in the appendix.

The various major year-end reports were:

1. Physical operations
2. Financial affairs
3. Development
4. Admissions
5. Financial Aid
6. Athletics
7. Academic Affairs

The various year-end reports were to be summarized by IEC and submitted to the president. Additional reports were:

- Report from Tenure Committee: Status of tenure, actions taken, etc.
- Staff Council: Satisfaction of staff, staff development activities
- Faculty Council: Satisfaction of faculty, activities undertaken/accomplished.
- Report of Trustees: Assessment of President's reports, general assessment of effectiveness of Board to assist the College.

- President's Reports: Submitted to Executive Board of Trustees.

The President, Dean of the College and others would then synthesize year-end reports and the reports above into the Annual Assessment of Outcomes to be audited/reviewed annually by an external evaluating agency. Following the audit/review, goals would be restated if necessary.

As suggested in the Resource Manual on Institutional Effectiveness Commission on Colleges 1987, page 16, intensive reviews would be scheduled as follows:

- Complete academic program reviews	- Every five years
- Institution's purpose	- Every five year
- Admissions policies	- Annual
- Student retention	- Annual
- Student performance	- Annual
- Faculty qualifications	- Annual
- Resource development	- Each fiscal quarter

III. Challenges to Formulation and Implementation Stability of the College

Due to declining enrollment for the fall of 1986 and poor budget planning the College faced a 12% budget deficit for fiscal year 1987. Due to enhanced retention of students, pruning of course offerings, release of part-time faculty, new money generated through Continuing Education, and additional funds raised in development, the deficit was retired before the close of fiscal year 1987. This stress, however, slowed the attention to and emphasis on planning and assessment. For the 1987-88 academic year the budget was trimmed by

10% during the budget planning process. However, development was short of its goals by 9% of the total College budget. Again, collective efforts, many by the academic sector, retired the deficit before the close of the FY 1988. However, the effect of these reductions was felt as reduced enthusiasm of faculty and staff for planning and assessment.

In addition, turnover in administrative positions was high. A new President took office in October of 1985; a new Dean in July of 1986. At the end of 1986-87, a new Librarian, a Director of Development and Dean of Students were appointed and the Alumni Director was released. At the end of 1987-88, a new Dean of Admissions, Librarian, Registrar, and Business Officer were appointed and a new Alumni Director was selected.

Therefore, not until the fall of 1988 was the enrollment of the College stable, the budget with some meager excess, and the administrative staff not in some state of transition.

In time of turmoil faculty are, on the one hand, willing to help, and on the other, unwilling to commit wholeheartedly. Moreover, administrators in crisis and especially those looking elsewhere for employment, are not always committed to a planning process. So development of the process moved according to the timetable partially because of pressure from SACS but buy-in and commitment to it were slowed.

Faculty

The prevailing attitude among faculty was reflective of the administrative posture during the two-year self-study process: accreditation was a necessary obstacle to overcome so that the

College could then return to its modus operandi. With the new administration came a new emphasis: if assessment is a mandate, then let us use assessment as a means to improve the status of the College and the quality of the services we provide students. The first year (1986-87) following the response to SACS was filled with efforts to change faculty perspectives. The accrediting agency (and its new directive: Assessing Institutional Effectiveness) was not to be viewed as a adversary, i.e. an opponent to outwit, but as the keeper of a standard to which we all aspire, i.e. high quality service.

The implementation of a modified management by objectives for faculty evaluation involved the faculty directly in the planning and assessment processes personally and collectively within their departments. With any change comes resistance, but with time familiarity (in this case with an equitable evaluation system) often leads to acceptance. By the 1988-89 academic year the faculty perspective had begun to change from "we are doing just fine the way it's always been" to more "how can we do what we already do well, better."

Administration

Top level administrative support is essential to the planning and assessment processes. This support must be evident through action. Some administrations do not relish the confines of a rigid planning process. However, if the process is cyclical some goals can be easily modified thus giving the administration flexibility. During a time of financial crisis the IEC activities, in general, were not viewed as a high priority. Moreover, planning during fiscal

austerity, although essential, is not stimulating, i.e. one must think of budget items to cut.

Budget

In planning, setting goals and measuring effectiveness, there must be a definite budget linkage. Those goals of highest priority, if feasible, must receive the necessary budget allocations. Due to financial constraints the top priorities for 1986-87 and 1987-88 were admissions and development. The funds to these areas remained constant or increased. The academic sector was able to accomplish some of its goals by a more efficient use of a smaller budget and by generating additional new revenues. Still, the academic budget sustained the greatest decreases. Not until fall of 1988 was there adequate budget allocation to allow academic affairs to flesh-out the student and academic development plans. As a result, a campus counselor, a transfer counselor, an assistant director of Continuing Education, a director of a new Learning Center, and a coordinator of recreational facilities for continuing education were appointed. These appointments did not increase the academic budget beyond the projected budget for 1986-87 (before cuts), demonstrating a more efficient use of funds.

For planning to be effective there must be a budget link to the planning process. New initiatives, to be successful must be supported financially.

IV. Retrospective View

This overview will be subdivided into three components: Brevard's special circumstances, overall assessment, and specific effects.

Special Circumstances

Brevard's financial instability during the first two years of the planning and assessing processes slowed commitment to and implementation of them. The fact that the thrust for assessment of institutional effectiveness was primarily external, i.e. from SACS, guaranteed a response, but, jaundiced some key faculty and administrators to the concept. It is questionable whether a college-wide approach to assessment would have been taken had there been no external pressures to do so. The academic administration was, for the most part, the most proactive and committed to the notion that measuring effectiveness can actually improve the institution by clearly identifying objectives of highest priority and by more efficiently using resources to accomplish the mission of the College. Not until the third year did other administrative departments take a more active role in the process. Commitment to the concept of assessing effectiveness and allocation of needed resources is essential to its success.

Overall

Hindsight is usually 20/20. The following observations would be of interest to those developing an institutional assessment program.

1. Top level administrative support is essential: this should extend from the Trustees or the governing body to which the President reports. The President's support must be in both word and deed.

2. The planning process must be linked to the budgeting process. Only when finances can be reallocated to goals and objectives of highest priority will the process become institutionalized.

3. The process for planning and assessing outcomes must be broad-based drawing from faculty, staff,

and administration primarily with representatives from students, trustees and alumni.

4. Much of the data needed for effective assessment is collected by someone within the institution.

   The design of the assessment model should begin with what is readily available.

5. The responsibility for planning and assessment must be delegated to a person or persons independent of any particular administrative department.

6. There should be a budget for planning and assessment separate from the budgets of administrative departments.

7. There should be some external accountability built into the processes.

Specific Effects

The planning and evaluation processes at Brevard College helped to more clearly define the purpose of the institution. The mission statement was not reflective of what we were actually doing especially in our community out-reach programs. The most significant single result was a commitment to the concept of the total learning environment of the College. The collaborative efforts of Admissions and Student and Academic Affairs have been shared in two presentations: "Enrollment Management" for the National Seminar on Successful College Administration held in Orlando, Florida in February 1988, and "Developing an Environment for Learning" for the National Conference on the Freshman Year Experience in February of 1989.

Many more specific improvements in objectives, programs and support services are documented within this manuscript. In brief, improvements augmented by the planning and assessing processes were (these are not in a priority order):

1. Summer Option and Progressive Achievement year programs for marginal students. These were recruiting devices which identified students at high academic risk and required that they participate in total-support programs.

2. Enhanced academic supports for all students and the addition of reading and academic skill assessments and remediations; addition of a Learning Center.

3. Total restructuring of orientation of students to:

   a. stress cooperation and personal as well as group responsibility

   b. use well-trained resident directors and resident assistants (students)

   c. integrate all academic and social components.

4. Restructuring of the student disciplinary system.

5. Academic assessments in basic cognitive skills for all sophomores.

6. Campus counselor and transfer counselor programs implemented.

7. A required service components for students.

8. Developing a Continuing Education Program for non-credit.

9. Restructuring of the computer operations; bringing the Business Office on-line; establishing P. C. laboratories.

10. A comprehensive faculty development program with sabbaticals and additional monies for travel, study and teaching assessment activities; a new faculty evaluation system.

11. Support Staff Council

12. The retention of students from freshman to sophomore improved and stabilized. The retention of students from fall to spring semesters improved.

13. The curricula for the Associate of Arts (A.A.) and Associate of Fine Arts (A.F.) degrees had been under review for several years; nonetheless, the assessment process had a positive impact on bring-

ing these reviews to closure. A new AFA curriculum was approved in the spring of 1987, a new A.A. in the fall of 1987.

14. The budget for academic affairs was used more effectively in areas of need and emphasis.

15. In general, the academic atmosphere has been extended outside the classroom. Although it is too early to make a definitive statement about academic preparation of our graduates, preliminary data indicate that more of our students are academically successful; success being defined here as satisfactory performance in class and on standardized examinations in academic skill areas.

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APPENDIX I

Response to Sourthern Association of Colleges and Schools

Reply to the Report to the Commission on Colleges Southern Association of Colleges and Schools

Brevard College has, for the past two years, been evaluating its policies and procedures according to the guidelines of the Southern Association as presented in the Criteria manual. Brevard College chose to be evaluated under the Criteria instead of the Standards because the College is committed to the concepts presented by the new criteria. The college is ready to begin its next ten years by continuing to evaluate its educational processes and by introducing new, effective evaluation policies. Thus, Brevard College is dedicated to the principles and philosophies of education and to the institutional effectiveness procedures as presented in the Criteria.

The following pages represent Brevard College's response to the recommendations and suggestions made by the Visiting Committee for Reaffirmation (March 2-5). The college is pleased with the efforts of the Visiting Committee and found the recommendations and suggestions helpful and inspiring. Brevard College is excited about its future and eagerly faces the challenges which promise another decade of growth and forward movement.

Responses to Recommendations

1. Section 2: Purpose

THE COMMITTEE RECOMMENDS THAT PLANNING AND EVALUATION PROCESSES BE DEVELOPED AND IMPLEMENTED TO DEMONSTRATE THAT THE PURPOSE IS BEING FULFILLED.

The President of Brevard College will direct the standing Committee on Institutional Effectiveness to develop processes for planning and evaluation. The Committee was established at the outset of the recently completed institutional self-study; it consists of approximately equal representation of faculty and administration. It will serve to recommend to the administrative staff processes for annual and long-range planning and means for evaluating the effectiveness of each process.

The Committee on Institutional Effectiveness will work with the faculty and the administrative staff to formulate a process for establishing institutional goals and objectives based on the Purpose of the College or a refined version thereof. The planning process will involve all components of the College family and will be evaluated annually. A target date for establishing the planning and evaluation process will be January 1, 1987. [For additional comments refer to section 3.1.]

2. Section 3.1: I.E.

THE COMMITTEE RECOMMENDS THAT THE COLLEGE MOVE QUICKLY TO DEFINE ITS EXPECTED EDUCATIONAL RESULTS AND ANALYZE AND APPRAISE ITS PURPOSES, POLICIES, PROCEDURES, AND PROGRAMS USING THE DATA GENERATED BY THE PLANNING AND EVALUATION PROCESS.

The Committee on Institutional Effectiveness will be charged with developing processes for planning and evaluation. Working with the faculty, the Committee will evaluate and formulate expected educational results (goals). The Committee will serve to coordinate the appraisal of these goals and the policies, procedures, and programs of the College through which the goals are implemented.

The Institutional Effectiveness Committee will begin by assessing the status of of the Purpose of the College with accompanying objectives as listed in the Faculty Handbook. Many of the objectives given in the Faculty Handbook are actually educational goals of the College based on the statement of Purpose. As goals, they are also educational outcomes, outcomes which the College wishes to achieve

through exposure of students to its educational milieu. These goals must therefore be evaluated to determine whether they are the educational outcomes which the College desires and to ascertain the means by which their effectiveness can be measured. In the process, new objectives may be added, old ones deleted.

During the fall (1986) semester workshop, the faculty will work in small groups to define the expected educational results (goals) of the College. The groups will then submit summaries of their results to the Committee on Institutional Effectiveness, which will use these summaries, other data collected during the self-study, and the objectives published in the Faculty Handbook as the bases and the guidelines for formulating the educational results of the College.

Thus, Brevard will move quickly to define its expected educational results and then begin as soon as possible, using the data generated through planning and evaluation, to analyze and appraise the College's goals, policies, procedures, and programs. In future reports to the Southern Association, the following hierarchy will be used: Purpose, goals, objectives, activities. The Purpose will be the broad, generalized statement upon which goals, objectives, and finally activities are based. The objectives and activities will be the more specific and measurable components of the College plan.

3. Section 4.1.2: Undergraduate Completion Requirements

THE COMMITTEE RECOMMENDS THAT THE ASSOCIATE IN FINE ARTS PROGRAM BE REVISED TO PROVIDE AN OPPORTUNITY FOR STUDENTS TO EXHIBIT COMPETENCE IN FUNDAMENTAL MATHEMATICAL SKILLS.

A sub-committee composed of members of the Committee on Institutional Effectiveness and the Committee on Academic Standards will evaluate the degree structure of the College during the 1986-87 academic year. This evaluation will include assessment of the core courses required for each of the associate degrees: the Associate in Fine Arts, the Associate in Arts, and the Associate in Science. The sub-committee's tentative date for completing its evaluation is April, 1987, at which time it will share its findings with both parent committees (refer to section 4.1.3 for additional comment).

4. 4.1.3: Undergraduate Curriculum

THE COMMITTEE RECOMMENDS THAT THE MUSIC PROGRAM LEADING TO THE ASSOCIATE IN FINE ARTS DEGREE BE REVISED TO INCLUDE THE REQUIRED NATURAL SCIENCES OR MATHEMATICS.

Since the Visiting Committee was on campus in March of 1986, there have been several faculty meetings to discuss the future of the Associate in Fine Arts (AFA) degree. An existing committee, the Committee on Academic Standards, will guide the college in reassessing the AFA. During the 1986-87 academic year, a sub-committee of the Committee on Institutional Effectiveness and the Committee on Academic Standards will study the needs of our students as well the programs of comparable institutions in terms of making the AFA and other degrees viable. In the spring of 1987, this task force, made up of a cross-section of faculty, will make recommendations to the Committee on Academic Standards which, in turn, will make its recommendations to the faculty. The college's target date for addressing these recommendations directly will be the fall of 1987. The description of degree requirements and courses listed in the 1984-86 Brevard College Catalog will remain in effect until such a time as any changes are approved.

5. 4.4.2.1: Professional and Scholarly Preparation: Associate

THE COMMITTEE RECOMMENDS THAT THE COLLEGE TAKE THE NECESSARY ACTION TO ENSURE THAT ALL FULL-TIME AND PART-TIME FACULTY TEACHING COURSES AT THE ASSOCIATE DEGREE LEVEL HAVE COMPLETED THE REQUIRED 18 SEMESTER HOURS OF GRADUATE STUDY IN THE FIELD IN WHICH THEY ARE TEACHING AND HAVE EARNED A MASTER'S DEGREE; AND THAT THE COLLEGE ENSURE THAT DEPARTURES FROM THIS REQUIREMENT ARE EXCEPTIONAL CASES WHOSE UNIQUE EXPERIENCES AND DEMONSTRATED COMPETENCE ARE FULLY DOCUMENTED.

The Dean of the College has drafted a new procedure for hiring both full-time and part-time faculty. The procedure is designed to ensure that faculty have adequate (18 semester hours of graduate study) academic preparation in the field in which they teach.

The academic qualifications of each member of the faculty currently teaching will be assessed by the Dean of the College. In cases where the academic qualifications are lacking, the Dean of the College will seek sufficient documentation to demonstrate the professional experience and competence of the individual. Part-time persons who are not qualified for teaching in an area will not be re-employed. Full-time faculty will be directed to develop academic

growth contracts which will alleviate the academic differences. Concurrently, the course offerings will be reviewed. In cases where course proliferation makes it necessary for someone to teach out of field, the course offerings will be reduced.

6. 4.4.3: Faculty Compensation

THE COMMITTEE RECOMMENDS THAT THE COLLEGE DEVELOP AND UTILIZE CLEARLY STATED CRITERIA FOR SALARY INCREASES.

A new President assumed office in August of 1985; and new Dean of the College joined the administrative team in July of 1986. The new administrators believe that faculty concerns with the evaluation system and its links to salary increases warrant study.

The faculty evaluation system is currently under study by the Committee on Faculty Development . The system will be evaluated and improved during the 1986-87 academic year and the fall semester of 1987. An improved evaluation system clearly linked to recommendations for salary increases, promotion, and tenure will be used by the spring of 1988.

7. 4.4.5: Professional Growth

THE COMMITTEE RECOMMENDS THAT THE COLLEGE PROVIDE FACULTY WITH THE FINANCIAL MEANS TO CONTINUE THEIR PROFESSIONAL DEVELOPMENT AND DEMONSTRATE THAT SUCH DEVELOPMENT TAKES PLACE.

In the spring of 1987, the College is going to launch a financial campaign with a goal of several million dollars. A large percentage of this money will be designated for faculty development. One of the first steps Dr. Greer took as the President of Brevard College was to announce that sabbatical leaves for the faculty were being encouraged. Any faculty member eligible for a sabbatical was encouraged to apply for one. A sabbatical leave with compensation was granted for the 1987-88 academic year.

In addition, the Committee on Faculty Development is charged with the task of proposing a comprehensive faculty development program. Working closely with the faculty, the Committee will seek innovative and unique means to enhance the professional growth of the faculty. During the fall semester faculty workshop, faculty will help identify areas of emphasis in faculty development. One of the top priorities in the comprehensive program will be assisting full-time faculty to acquire adequate academic preparation in areas of need (refer to the response to 4.4.2.1).

The Brevard College Administration is committed to the professional development of faculty and intends to demonstrate its commitment in the future.

8. 4.4.9: Part-Time Faculty

THE COMMITTEE RECOMMENDS THAT THE COLLEGE EMPLOY THE SAME CRITERIA OF ACADEMIC PREPARATION FOR PART-TIME FACULTY AS IT IS REQUIRED TO DO FOR ITS FULL-TIME FACULTY.

The Dean of the College has developed a procedure for hiring new faculty members, both full-time and part-time (refer to section 4.4.2.1). This procedure is used for all faculty who are hired to teach for Brevard College. In order to ensure the academic qualifications of both the part-time and the full-time faculty, the Dean of the College and the Division Chairmen must adhere closely to the procedures.

9. 5.2.1: Library Services

THE COMMITTEE RECOMMENDS THAT THE COLLEGE EVALUATE THE PRESENT LIBRARY SERVICES WITH THE NEEDS OF THE USERS IN MIND.

A survey of the library services during the recent self-study showed that the majority of faculty believed the library materials and services were reasonable and adequate. Some faculty and the majority of students believed the library staff to be less supportive of library usage than they could be. This latter observation and the recommendations of the Visiting Committee moved the President to reorganize the library staff. Please refer to responses to recommendations numbers 10, 11, and 12 for full descriptions of actions taken and planned.

10. 5.2.2: Library Collections

THE COMMITTEE RECOMMENDS THAT THE COLLEGE PROVIDE ADEQUATE FINANCIAL SUPPORT TO IMPROVE THE LIBRARY COLLECTIONS, ESPECIALLY IN SUCH AREAS AS COMPUTER SCIENCE, BUSINESS, NATURAL AND APPLIED SCIENCES, AND PSYCHOLOGY.

The Dean of the College directed the Library Committee to assist the new Director of the Library in establishing objectives for the library which are consistent with the goals of the College. In order to establish some of these objectives, the Committee must first assess the adequacy of library support and reference materials. Once the assessment is complete, the College can establish reasonable objectives for improving library collections based on the needs of the library in all areas.

In addition, one of the goals of the new development campaign will be to acquire monies to strengthen library collections in all academic areas.

11. 5.2.3: Library Staff

THE COMMITTEE RECOMMENDS THAT THE COLLEGE EVALUATE THE CREDENTIALS OF THE CHIEF LIBRARIAN TO ENSURE THAT THE CREDENTIALS OF THIS INDIVIDUAL ARE SUCH AS TO CONTRIBUTE TO THE EFFECTIVENESS OF THE INSTITUTION THROUGH APPROPRIATE ADMINISTRATION OF THE LIBRARY.

The academic credentials of the chief librarian were evaluated and found to be undesirable for the expectations of the position. The person was replaced temporarily with a librarian with a Master's degree in Library Science. Further, the College plans to hire a new chief librarian; the College hopes the new chief librarian will begin work at the outset of the fall semester of 1987.

12. 5.2.3: Library Staff

THE COMMITTEE RECOMMENDS THAT THE COLLEGE REVIEW THE PRESENT INADEQUACY OF SUPPORT STAFF FOR CARRYING OUT RESPONSIBILITIES OF A NON-PROFESSIONAL NATURE.

The temporary Director of the Library and the Library Committee will evaluate the needs of the library for support staff. The chief librarian will also establish the responsibilities of support personnel. Recommendations will be submitted to the Dean of the College by the Director of the Library in the spring semester of 1987.

13. 5.4: Computer Services

THE COMMITTEE RECOMMENDS THAT THE COLLEGE WRITE AND IMPLEMENT THE ALREADY UNDERSTOOD POLICIES FOR THE ALLOCATION OF COMPUTING RESOURCES AND THE ASSIGNMENT OF PRIORITIES FOR COMPUTER USE CONSISTENT WITH THE INSTITUTIONAL PURPOSES AND GOALS.

Dr. David Wetmore, chairman of the Computer Science Division, is currently writing a users manual for all the Brevard College facilities. The manual will be completed by the beginning of the fall semester, 1986.

14. 5.5: Student Development Services

THE COMMITTEE RECOMMENDS THAT GOALS FOR THE STUDENT SERVICES PROGRAM BE DEVELOPED CONSISTENT WITH STUDENTS' NEEDS AND THE PURPOSES OF THE INSTITUTION.

In the past the Dean of Student Affairs played a perfunctory role in student development operations. In a attempt to revitalize the leadership role of the Dean of Student Affairs, he will work closely with the Committee on Student Development. They will study the objectives of the College as stated in the Faculty Handbook, and those objectives which deal with student development will be evaluated and refined by the Committee. If necessary, new objectives will be added. The Committee must also specify activities which will implement these objectives and develop means to evaluate the efficacy of the activities. The Committee will begin work on these tasks in the fall semester of 1986 (refer to sections II and 3.1).

15. 5.5: Student Development Services

THE COMMITTEE RECOMMENDS THAT THE INSTITUTION CLEARLY DESIGNATE THE ADMINISTRATIVE UNIT RESPONSIBLE FOR THE STUDENT DEVELOPMENT SERVICES.

The Dean of Student Affairs is responsible for the student development services. The Dean of Student Affairs has the authority inherent in the responsibilities of the position. The Dean of Student Affairs will report to the Dean of the College and the President. The new Dean of the College has experience in implementing student development programs, academic advising programs, ongoing student orientation courses, and student retention systems. His assistance in directing the planning and evaluation processes for student affairs over the next few years will be valuable.

16. 5.5: Student Development Services

THE COMMITTEE RECOMMENDS THAT THE TITLES, NATURE, AND FUNCTION OF THE RESIDENT TUTOR PROGRAM BE REVIEWED.

In the process of establishing objectives, activities, and evaluation measures for the student affairs office (refer to recommendation number 14, above), the Resident Tutor program will be reviewed and evaluated. Titles, roles, and responsibilities of the Resident Tutors will be clearly delineated. The Dean of Student Affairs and the Committee on Student Development will address these issues during the 1986-87 academic year.

17. 5.5.2.4: Student Records

THE COMMITTEE RECOMMENDS THAT THE INSTITUTION TAKE ACTION TO ENSURE THE SECURITY OF BACK-UP STUDENT RECORDS.

The Registrar recommended that copies of student records be made and placed in a local bank vault for safe keeping. This is an interim measure. The registration process is being converted to the College's computer system. As soon as this process is completed, the College will keep records on computer tapes. Subsequently, the computer tapes will be stored in a local bank vault for safe keeping. The Administration is in the process of implementing this recommendation.

18. 5.5.2.7: Health Services

THE COMMITTEE RECOMMENDS THAT THE COLLEGE IMPLEMENT HEALTH EDUCATION PROGRAMS REFLECTING THE NEEDS OF ITS CONSTITUENTS.

Brevard College recognizes the value of educating its students in areas other than academic ones. The college has recently hired a new nurse who will, as a part of her health services, conduct various health programs. Among the programs foreseen are ones on personal health and nutrition, preventing alcohol and drug abuse, and preventing sexually transmitted diseases.

19. 5.5.2.9: Intercollegiate Athletics

THE COMMITTEE RECOMMENDS THAT PROCEDURES BE ADOPTED TO ENSURE THAT ALL ATHLETIC EXPENDITURES AND INCOME BE CONTROLLED BY THE ADMINISTRATION AND ACCOUNTED FOR THROUGH THE REGULAR ACCOUNTING PROCEDURE.

The Director of Financial Affairs of the College is reviewing the procedures governing income and expenditures of all athletic accounts. He will recommend to the President of the College changes he deems necessary to thoroughly account for all funds.

20. 6.1.: Organization and Administration

THE COMMITTEE RECOMMENDS THAT THE INSTITUTION REVIEW AND REVISE AS NECESSARY ITS ORGANIZATIONAL STRUCTURE AND ADMINISTRATIVE PROCESSES TO FULFILL MORE EFFICIENTLY AND EFFECTIVELY THE STATED PURPOSE OF THE INSTITUTION.

The organizational structure of the College is under review. A retreat in early August enabled the administrative staff to formulate goals and objectives for the year and to more clearly delineate each member's responsibilities. A new Dean of the College, a new Director of Development, and a new Director of Public Information must be integrated into the administrative team. Additional administrative staff development activities are planned. Concurrently, the organizational flow chart will be evaluated. Policies and procedures for efficient operation of the College will also be reviewed and improved where necessary. There is no specific date set for completion of these tasks since they will be on-going endeavors.

21. 6.1.: Organization and Administration

THE COMMITTEE RECOMMENDS THAT A CLEARLY DEFINED PROCESS FOR THE PERIODIC EVALUATION OF THE EFFECTIVENESS OF ADMINISTRATORS BE DEVELOPED AND IMPLEMENTED.

The President is assisting each member of the administrative team to set objectives for the year. During an administrative retreat, the President introduced the process of writing objectives. The administrative team subsequently refined the objectives. The President will evaluate the extent to which each person accomplishes his objectives for the year.

In addition, the President will direct the pilot testing of some evaluation instruments to be completed by the faculty and support staff. These instruments will evaluate the perceived effectiveness of each member of the administrative staff in the spring of 1987. The information gleaned from an evaluation by objectives and an evaluation by faculty and staff will be used to assess the effectiveness of each administrator.

22. 6.4.2: Buildings, Grounds, and Equipment Maintenance

THE COMMITTEE RECOMMENDS THAT A WRITTEN SCHEDULE OF MAINTENANCE PROJECTS FOR THE UPKEEP OF THE COLLEGE PROPERTY BE DEVELOPED, MAINTAINED ON AN ANNUAL BASIS, AND SUPPORTED BY WRITTEN RECORDS OF PROJECTS AS COMPLETED.

The President instructed the Director of Physical Operations to update the current maintenance schedule for upkeep of the College property. The schedule is to be revised annually. Records will be maintained documenting the date of maintenance, necessary follow-up work, and projections for the next date for scheduled maintenance.

23. 6.4.3: Safety and Security

THE COMMITTEE RECOMMENDS THAT A COMPREHENSIVE SAFETY PLAN BE DEVELOPED AND EVALUATED ON A REGULAR BASIS GIVING SPECIAL ATTENTION TO THE RESIDENCE HALLS AND THE LIBRARY.

The Dean of Student Affairs working with the Committee on Student Development formulated a comprehensive safety plan for the College. The plan included safety and evacuation procedures for any form of natural disaster, fire, or nuclear attack. A comprehensive safety plan was presented to the Administrative Staff for approval on August 17. The plan will be presented to students formally during orientation at the outset of each semester and through the programs in the residence halls.

24. 6.4.4: Facilities Master Plan

THE COMMITTEE RECOMMENDS THAT A CURRENT FACILITIES MASTER PLAN BE DEVELOPED KEEPING IN MIND THE FUTURE ORDERLY DEVELOPMENT OF THE INSTITUTION AS IT RELATES BOTH TO THE EDUCATIONAL MASTER PLAN AND THE LONG-RANGE FINANCIAL PLAN.

A facilities master plan for the College was developed several years ago. The plan will be evaluated and updated by the Administrative Staff and by the Committees on Building and Grounds and Long-Range Planning of the Board of Trustees. Through analysis of the long-range educational plans of the College and of the direction and goals of the development campaign, a facilities master plan can be developed which will adequately meet the future needs of Brevard College. The facilities master plan will be submitted to the Board of Trustees for approval during its fall meeting in October of 1987.

TIME-TABLE FOR ACTIONS IN RESPONSE TO RECOMMENDATIONS

Recommendation	Recommendation Acted Upon	Action Completed	Action Ongoing
1	August 1986	Oct. 1, 1986	Reevaluated Annually
2	August 1986	N.A.	Reevaluated Annually
3	August 1986	April 1987	Reevaluated Every 5 Years e.g., Fall 1992
4	August 1986	Fall 1987	N.A.
5	July 1986		Ongoing
6	August 1986	Spring 1988	Reevaluated Every Two Years e.g., Spring 1990
7	October 1985	Program Outlined Fall, 1987	Ongoing
8	July 1986	N.A.	Ongoing
9	April 1986	N.A.	Reevaluated Annually
10	Fall 1986	N.A.	Reevaluated Every 5 Years e.g., Fall 1991
11	April 1986	Fall 1987 Chief Librarian Hired	N.A.
12	Fall 1986	Spring 1987	N.A.
13	April 1986	September 1, 1986	N.A.
14	Fall 1986	N.A.	Reevaluated Annually by April 1
15	July 1986	July 10, 1986	Reviewed Annually
16	Fall 1986	Spring 1987	Reviewed Annually
17	July 1986	Fall 1986	N.A.
18	April 1986	N.A.	Ongoing
19	July 1986	Fall 1986	N.A.
20	October 1985	Spring 1987	Reevaluated Annually
21	August 1986	Spring 1987	Reevaluated Annually

Recommendation	Recommendation Acted Upon	Action Completed	Action Ongoing
22	August 1986	August 1986	Reevaluated Annually
23	July 1986	August 17, 1986	Reevaluated Each Semester
24	August 1986	October 1987	Reevaluated Every 5 Years e.g., Fall 1992

Responses to Suggestions

1. 3.1: Planning and Evaluation

THE COMMITTEE SUGGESTS THAT THE COLLEGE ASSIGN ADMINISTRATIVE RESPONSIBILITY FOR CARRYING OUT THE NEEDED INSTITUTIONAL RESEARCH IN A PLANNING AND EVALUATION PROCESS AND THAT IT ALLOCATE RESOURCES AND RELEVANT INFORMATION TO THOSE RESPONSIBLE FOR INSTITUTIONAL RESEARCH.

The President has appointed an assistant for institutional research whose training is in business and computer operations. This assistant will work with the Committee on Institutional Effectiveness to identify data needed to assist in planning and evaluation processes.

2. 4.1: Undergraduate Admission

THE COMMITTEE SUGGESTS THAT PROVISIONS BE MADE TO COMMUNICATE CHANGES IN CATALOG MATERIAL TO STUDENTS, FACULTY, AND STAFF AT LEAST ANNUALLY.

An annual catalog revision process will be implemented during the 1986-87 academic year. It will involve Division Chairmen directly and all faculty indirectly. Changes in the catalog material will be shared with faculty at a faculty meeting, with staff through the Staff Council, and with students through the Resident Directors. The meetings during which the changes will be presented will be in March of each year.

3. 4.1.4: Undergraduate Instruction

THE COMMITTEE SUGGESTS THAT FACULTY CONSIDER DEVELOPING UNIVERSAL GOALS AND OBJECTIVES, MINIMUM EXPECTATIONS, AND ACCEPTABLE LEVELS OF PROFICIENCY FOR ALL GENERAL EDUCATION COURSES.

The faculty will begin working to develop objectives, minimum expectations, and acceptable levels of proficiency in the general education courses during the 1986-87 year. An evaluation of the results of these efforts will take place in the fall of 1987.

4. 4.1.4: Undergraduate Instruction

THE COMMITTEE SUGGESTS THAT FACULTY IN ENGLISH INCLUDE A WRITING COMPONENT AS PART OF THE MEASURES (OF ENGLISH COMPETENCY).

The faculty in English will determine the feasibility of administering a writing component as a measure of competency in English. The faculty may seek outside assistance for consultation. The faculty in English will make a recommendation to the Dean of the College by the fall of 1987.

5. 4.1.4: Undergraduate Instruction

THE COMMITTEE SUGGESTS THAT FACULTY IN ALL DISCIPLINES UNDERTAKE STRATEGIES TO INCREASE LIBRARY USE BY STUDENTS THROUGH APPROPRIATE INSTRUCTIONAL ASSIGNMENTS.

The Library Committee and the Chief Librarian will develop guidelines to ensure adequate and efficient usage of the library. These guidelines will be shared with the faculty and the Committee on Faculty Development in early 1987.

6. 4.4.7: Faculty Loads

THE COMMITTEE SUGGESTS THAT PROCEDURES FOR DETERMINING AN EQUITABLE AND REASONABLE ASSIGNMENT OF FACULTY RESPONSIBILITIES BE IMPROVED AND UTILIZED.

The current guidelines for determining equitable and reasonable assignment of faculty responsibilities will be evaluated by the Dean of the College working closely with Division Chairmen. Recommendations will be submitted to the President of the College for his consideration in August of 1987.

7. 5.2.3: Library Staff

THE COMMITTEE SUGGESTS THAT THE FACULTY LIBRARY COMMITTEE BE REVITALIZED TO FUNCTION AS A MAJOR VEHICLE TO ADVANCE THE LIBRARY PROGRAM AS AN INTEGRAL PART OF THE EDUCATIONAL PROGRAM.

The President directed the Library Committee to serve as advisor to the Chief Librarian. It will be responsible for assisting the librarian in developing objectives for the library. An analysis of the current status of library collections will also be conducted by the Committee.

8. 5.5: Student Development Services

THE COMMITTEE SUGGESTS THAT THE INSTITUTION'S ORGANIZATIONAL CHART BE REVIEWED AND REVISED TO PROVIDE FOR STUDENT DEVELOPMENT SERVICES ORGANIZATIONAL STATUS COMMENSURATE WITH OTHER MAJOR ADMINISTRATIVE UNITS.

The President is evaluating the organizational structure following a change in personnel. The current organizational structure will continue throughout the 1986-87 academic year. The President will assess its effectiveness and make changes if he believes them necessary.

9. 5.5.1: Resources

THE COMMITTEE SUGGESTS THAT THE INSTITUTION REVIEW THE JOB DESCRIPTIONS OF THE STUDENT AFFAIRS STAFF TO DETERMINE IF JOB EXPECTATIONS ARE REALISTIC.

The Resident Tutor program and all of the student development services are under evaluation by the Dean of Student Affairs and the Committee on Student Development. Recommendations on job expectations will be presented to the Dean of the College and President in July of 1987.

10. 5.5.1: Resources

THE COMMITTEE SUGGESTS THAT STAFF DEVELOPMENT ACTIVITIES BE ENCOURAGED AND SUPPORTED FINANCIALLY CONSISTENT WITH GENERAL STAFF DEVELOPMENT POLICY ON CAMPUS.

A new committee called the Staff Council has been formed. It will consist of all secretarial and clerical support staff of the College. The Committee will meet once a month with a program of interest, and topics for workshops for professional development will be selected by the Committee. There are two workshops tentatively planned for the 1986-87 academic year.

11. 5.5.2.1: Academic Advising, Counseling, and Career Development

THE COMMITTEE SUGGESTS THAT THE INSTITUTION TAKE MEASURES TO ENSURE BETTER COORDINATION AND COMMUNICATION AMONG THOSE WHO PERFORM COUNSELING SERVICES.

The counseling services of the College are under evaluation by the Dean of Student Affairs and the Committee on Student Development. Recommendations will be made by the Committee to the Dean of the College and the President in August of 1987.

12. 5.5.2.2: Student Government, Student Activities, and Publications

THE COMMITTEE SUGGESTS THAT A METHOD BE DEVISED FOR INFORMING SPONSORS/ADVISORS OF THE RESPONSIBILITIES AND RISKS AS WELL AS COLLEGE POLICIES ASSOCIATED WITH SPONSORING AND ADVISING ORGANIZATION.

The Dean of Student Affairs and the Committee on Student Development will devise a method of informing sponsors/advisors of policies, risks, and responsibilities associated with sponsoring or advising a student organization. The method will be in effect by the spring of 1987.

13. 5.5.2.2: Student Government, Student Activities, and Publications

THE COMMITTEE SUGGESTS THAT THE ENTIRE JUDICIAL PROCESS AND PROCEDURES BE REVIEWED AND REVISED AS NECESSARY.

The judicial process has been reviewed and revised by the Dean of Student Affairs. The new process will be explained by the Dean of Student Affairs to all new and returning students during the fall semester orientation period, 1986.

14. 6.1.2: Governing Board

THE COMMITTEE SUGGESTS THAT THE OFFICERS OF THE BOARD OF TRUSTEES TAKE WHATEVER STEPS ARE NECESSARY TO ENSURE THAT THE SIZE OF THE BOARD DOES NOT STIFLE DISCUSSION AND DEBATE NOR REDUCE THE SIGNIFICANCE OF THE BOARD'S ACTION.

The officers of the Board of Trustees, working closely with the President, will evaluate the membership in relation to the efficiency of operation of the Board. Care will be taken to ensure that the size of the Board will not inhibit discussion. Recommendations will be presented during the Trustee's meeting in October, 1987.

15. 6.1.2: Governing Board

THE COMMITTEE SUGGESTS THAT THE COMMITTEE STRUCTURE OF THE BOARD OF TRUSTEES BE CAREFULLY REVIEWED AND REVISED AS NECESSARY TO ENSURE THAT THE WELFARE OF THE COLLEGE AS A WHOLE IS THE BASIS FOR DETERMINING PRIORITIES FOR FUNDING AND ACTION.

The officers of the Board of Trustees, working closely with the President of the College, will evaluate and revise where necessary the committee structure of the Board. The objective will be to ensure that the committee structure represents the welfare of the College as a whole. Recommendations will be presented during the Trustee's meeting in October of 1987.

16. 6.2.1: Alumni Affairs

THE COMMITTEE SUGGESTS THAT AN AGGRESSIVE PROGRAM BE DEVELOPED AND IMPLEMENTED TO INVOLVE LARGER NUMBERS OF ALUMNI IN THE DEVELOPMENT OF THE COLLEGE AND IN THE EVALUATION OF ITS EFFECTIVENESS.

The Director of Alumni will work closely with the Committee on Institutional Effectiveness to identify ways in which alumni can help in assessing the educational effectiveness of the College. The President appointed the Director to the Committee on Institutional Effectiveness, and the Director will take an active role in postgraduate assessment of College outcomes.

17. 6.3.2: Budget Planning

THE COMMITTEE SUGGESTS THAT MORE THOUGHT BE GIVEN TO INCREASING THE AMOUNT OF FUNDS ALLOCATED TO THE LIBRARY.

In the budget planning for fiscal year 1988, the College will attempt to increase its allocation for the library from 2% of its general and educational expenditures to 4%, the average level for institutions of our size (source: "Educational and General Expenditures of Member Institutions," 9th ed., 1984, p. 6; Southern Association of Colleges and Schools). The exact distribution of this allocation will be based on the needs analysis conducted by the Library Committee and the Chief Librarian.

TIME-TABLE FOR ACTIONS IN RESPONSE TO SUGGESTIONS

Suggestion	Suggestion Acted Upon	Action Completed	Action Ongoing
1	July 1986	July 1986	Relevance of Information and Adequacy of Resources Evaluated Annually
2	September 1986	March 1987	Reevaluated Annually
3	September 1986	Spring 1988	Reevaluated Annually by January 1
4	September 1986	Fall 1987	Reevaluated Annually
5	August 1986	Spring 1988	Reevaluated Annually
6	August 1986	August 1987	Reevaluated Annually
7	August 1986	N.A.	Ongoing
8	July 1986	August 1987	Reevaluated Every 5 Years e.g., Fall 1992
9	July 1986	July 1987	Reevaluated Every 2 Years e.g., 1989
10	July 1986	N.A.	Ongoing
11	July 1986	August 1987	Reevaluated Annually
12	July 1986	Spring 1987	Reevaluated Annually
13	April 1986	August 1986	Reevaluated Every 2 Years
14	October 1986	October 1987	Reevaluated Every 5 Years
15	October 1986	October 1987	Reevaluated Every 5 Years
16	July 1986	N.A.	Ongoing
17	August 1986	June 1987	Reevaluated Every 2 Years

APPENDIX II

Brevard College Institutional Effectiveness Committee Establishment and Evaluation of Goals

Synthesis of College Goals as Found in College Handbook, College Catalog and Faculty Survey

A Tentative Restatement of the Goals of Brevard College

Educational Outcomes From Fall Faculty Workshop 1986

BREVARD COLLEGE
INSTITUTIONAL EFFECTIVENESS COMMITTEE
ESTABLISHMENT AND EVALUATION OF GOALS

Any good goals are at once general, dynamic and important. They should be general, since different people will view them from their own perspectives; dynamic, as are the institutions that set and attempt to obtain them and important to the institution.

The process by which an institution's goals are set and changed must itself be flexible and yet organized if the establishment and evaluation of an institution's goals are to comprise a meaningful process.

I. A proposed process by which the goals of Brevard College will be established is shown below. In subsequent years, we will review these goals on an annual basis to be sure that they haven't changed appreciably; if they have, restate those that need restating.

On a five year cycle, commencing two years before the SACS interim report is due, the College's mission statement will be re-examined and updated if necessary. The SACS Criteria manual will be used as the basis for this re-examination.

Parties involved:

Trustees
President
Deans
Faculty
Administrative Staff

Process:

1. Review the college catalogue, college handbook, and the educational and administrative outcomes and goals as prepared by the faculty and administrative staff, and formulate the goals of Brevard College.

   These goals must be:

   a. Suitable for the mission of the college
   b. Measurable over time. Any goal which cannot be measured needs to be reformulated in such a way that it can be measured.
   c. Feasible
   d. Flexible
   e. Motivating

2. Evaluate our progress in achieving our goals. (Measure the degree to which we have been successful in realizing part or all of a specific goal.)

3. Review our current goals as to appropriateness in light of our evaluation in 2. above Add delete and modify our current goals as necessary

BREVARD COLLEGE
INSTITUTIONAL EFFECTIVENESS COMMITTEE
ESTABLISHMENT AND EVALUATION OF GOALS

II. Using the goals established in I. above, each Dean, Division, and Administrative Department then establishes objectives which they feel are appropriate for their specific area of responsibility in the fulfilling of the College's goals.

These objectives must be

a. Specific, and relate to a particular goal
b. Have a realistic time frame, with measurable results within the current year. (An objective that can't be measured to some extent within a year needs to be defined with more precision.)
c. Feasible
d. Attainable
e. Measurable

The objectives will then be reviewed by the division chairs, the Dean of the College, the President and the Trustees for completeness, Feasibility, and appropriateness in view of the College's goals.

The evaluation of how much of the previous year's objectives were accomplished is an integral part of this annual objective setting process, each of the previous year's objectives must be evaluated in light of how much was accomplished, how much is still left to be done, and any reasons as to changes, delays, etc.

III. The Deans, Division Chairs, and Administrative Departments prepare their budgets for the upcoming year considering the objectives in II above, as they determine their specific budget requirements.

Process: This process is identical to the process used currently.

IV. Budgets are reviewed, modified, and approved. Any budget modification will result in objectives being revised. This budget review process should be an iterative process as any change in the budget may affect the ability of a specific area to fulfill one of its agreed upon objectives.

An integral part of this budget process is also the evaluation of progress in accomplishing previously agreed upon objectives and the budgetary ramifications of same.

SYNTHESIS OF COLLEGE GOALS AS FOUND IN;
College Handbook
College Catalog
Faculty survey

I. Maintain and provide a university-parallel academic program
   a. monitor qualifications of candidates for admission
   b. insure the greatest possible degree of transferability
   c. inculcate intellectual skills
      (faculty survey intellectual skills)
      1. study skills
      2. applied skills
      3. academic skills
      4. thinking skills
      5. appreciation/positive attitude re: learning

II. Provide a post-secondary education of quality to those students who plan to terminate their program of study upon graduation.

III. Perpetuate, by word and deed, those values which derive from the Judaeo-Christian faith.

IV. Educate the whole person as a being of mind/body/spirit; to provide a physical education program which will aid in physical development and contribute to the individual's total health and well-being.

V. Encourage students to develop a sense of self worth and to develop patterns of personal integrity, self-discipline, social responsibility
   (faculty survey social skills)
   a. character development - values and ethics
   b. adult behavior patterns
   c. citizenship

VI. Inculcate in the student an appreciation of the Fine Arts and Applied Skills in the arts.
   (faculty survey cultural goals)
   a. appreciation of fine arts
   b. applied abilities (instruments & media)

VII. Provide opportunities for Continuing Education:
   provide educational experiences for students not seeking a degree.

A TENTATIVE RESTATEMENT OF THE GOALS OF BREVARD COLLEGE

based on the College Handbook,
College Catalog, Faculty survey,
and Administrative Staff Survey

I. To maintain and provide a university-parallel academic program

A. Monitor qualifications of candidates for admission

B. Insure the greatest possible degree of transferability

C. Inculcate intellectual skills
1. study skills
2. applied skills
3. academic skills
4. thinking skills
5. appreciation/positive attitude re: learning

D. Provide a physical education program which will aid in physical development and contribute to the individual's total health and well-being.

E. Encourage students to develop a sense of self worth and to develop patterns of personal integrity, self-discipline, social responsibility.
1. character development - values and ethics
2. adult behavior patterns
3. citizenship

F. Inculcate in the student an appreciation of the Fine Arts and Applied Skills in the arts.
1. appreciation of fine arts
2. applied abilities (instruments & media)

G. Achieve college-wide access to computers.
1. connect all faculty offices
2. connect all dorm rooms

H. Provide for qualified personnel to implement the goals of the college and for opportunities for these persons to continue their professional development.

II. To make the academic facilities of the college accessible to a variety of persons and age groups. Specifically:
a) students who plan to terminate their program of study upon graduation
b) students seeking non-credit courses
c) "non-traditional students" (adults who may require night courses)
d) develop a strong, diverse program for Continuing Education

III. To perpetuate, by word and deed, those values which derive from the Judaeo-Christian faith.

IV. To administer the colleges' affairs effectively and competently.

A. Office of Finance and Budget
1. account properly for all financial transactions of the college.
2. comply with all federal and state regulations pertaining to distribution of student funds.
3. monitor the budget and make recommendations to the President to control expenditures enabling the college to remain in the "black".
4. maintain separate funds and accounting procedures for accounts other that the general operating fund.
5. maintain and provide supervision for properly trained office personnel to handle all business affairs of the college.
6. provide assistance to our President and to advise him regarding all college business upon request.

B. Office of Financial Aid
1. provide the right financial aid to the right student at the right time to achieve a goal of providing the student's total financial need.
2. comply with all applicable federal and N.C. laws, rules, and regulations to provide eligibility for the College and students to receive any and all federal and state funds available.
3. offer financial planning alternatives for all students/families regardless of need.

C. Computer Center
1. provide a true decision support system for the college.
   a) M.I.S. for college
   b) bring all offices on-line.

EDUCATIONAL OUTCOMES (From our fall workshop)

I. INTELLECTUAL
   A. Study Skills
      -Research ability
      -Library Skills
      -Listening skills
      -good study habits
      -Learn how to learn

   B. Applied Skills
      -Career and life planning
      -Time management
      -Computer literacy
      -Organizational skills
      -Relationship between Liberal Arts education and vocational success

   C. Academic Skills
      -Written and oral communication competency
      -Basic competency in Liberal Arts core areas
      -Demonstrated competence in a discipline
      -Knowledge of history
      -Awareness of uses of history
      -Integrate disciplines
      -Mathematical computations
      -Knowledge of world religions
      -Proficiency in English, math, foreign language, and science

   D. Thinking Skills
      -Critical thinking, analysis, and synthesis
      -Think abstractly
      -Think critically and objectively
      -Ability to integrate knowledge and information
      -Ability to make decisions
      -Independence of thought

   E. Appreciation/Attitude
      -Intellectual curiosity
      -Childlikeness
      -Motivation
      -Understanding
      -Create habit of learning
      -Ability to distinguish excellence
      -Intolerance of poor work

II. CULTURAL
   A. Fine Arts Appreciation
      -Aesthetic appreciation in arts and environment
      -Exposure to cultural and artistic events

   B. Applied Abilities (E.G. Instruments, Media)
      -Style
      -Creativity

III. SOCIAL SKILLS
A. Individual Development
1. Character
-Social consciousness
-Integrity
-Christian values/ethics
-Self-discipline
-Responsibility
-Sensitivity to ethical and moral issues of life
-Courage to commit oneself
-Tolerance and acceptance of others
-Mature spirituality
-System of self-actualization/evaluation/personal development/ workable value system
-Compassion

2. Adult Behavior Patters
-Poise
-Self-confidence
-Emotional maturity
-Improved self-concept
-Knowledge of self
-Ability to be self-sufficient
-Community living and interaction
-Acceptance of self
-Social maturity
-Develop directions/dreams/where going

3. Citizenship
-Expanded world view
-Civic responsibility
-Concern for community
-Geopolitical perspective
-Respect for environment
-Awareness of current events

IV. UNIVERSITY PARALLEL EDUCATION
-Graduation with degree
-Transferability of all courses
-Transferability to junior status
-Experiential education
-Preparation for four year college
-Honor code
-Personal hygiene
-Educate sexually
-Safety awareness
-Appreciation of sports
-Physical education skills
-Knowledge of physical well being

APPENDIX III

Possible Model for Academic Assessment

Brevard's First Student Assessment Model

Brevard's Model for Faculty, Staff and Institutional Assessment

Administrative Overview of Assessment

Year-end Reports

* POSSIBLE MODEL PROGRAM FOR ACADEMIC ASSESSMENT

AT ENTRY:	METHOD	
* STUDENT INTENT	REGISTRATION QUESTIONS	
* BASIC SKILLS DIAGNOSTIC	VARIOUS (e.g., MAPS)	
FOURTH SEMESTER;		
* ACADEMIC GOALS	SURVEY QUESTIONNAIRE	Evaluation of Services
* SELF-ASSESSMENT OF PROGRESS	SURVEY QUESTIONNAIRE	
* PERSISTENCE/PERFORMANCE	REGISTRAR'S DATABASE	
* BASIC/COLLEGIATE SKILLS (Many of our students come from Florida).	ACT-COMP/CLEP/CLAST + FLA. ACADEMIC SKILLS TEST	
ONE YEAR AFTER COMPLETION/LAST ENROLLMENT;		
* FURTHER EDUCATIONAL EXPERIENCE	SURVEY QUESTIONNAIRE	
* PERFORMANCE	SURVEY QUESTIONNAIRE	
* EVALUATION OF INSTRUCTION	SURVEY QUESTIONNAIRE	

Components of tests can vary, frequency of testing can vary.

* From Dr. Peter Ewell's presentation "Institutional Effectiveness: Student Outcomes Assessment," Atlanta, Georgia. July 14-15, 1986.

MODEL I

Student Assessment: (items 1-4 of Yamada's scheme)

At Entry
- Admissions questions
- Registration questions
- CIRPS

Basic Skill Diagnostic
- Placement: SAT M/V; TSWE; H.S. Average; Math Placement; Computational Competency; CIRPS
- Reading? predicted freshman GPA

1st Year

Academic Progress Adjustment
- How are you doing questionnaire
- Academic warning
- Academic probation-Dean's list & Honor Roll
- Learning contracts
- Exit interviews
- Academic advising evaluations

2nd Year

Academic goals
- Survey Questionnaire: Admissions "Graduation Questionnaire"; Other?

Self-Assessment of Progress
- How are you doing questionnaire?

Persistence/Performance
- Academic probation; Dean's List & Honor Roll
- Retention study by major area

Basic/Collegiate Skills
- TSWE (?) others
  Math Competency (expand on these)

Post-Grad

Further Educational Experience
- Survey Questionnaire: Alumni:
  - Weekend
  - Mailout

Performance
- Survey Questionnaire: Alumni
  GPA's at receiving inst.

Eval. of Instruction
- Survey Questionnaire: Alumni:
  - Weekend
  - Mailout

Narrative: Answers for no.1 & no.2 of Dr. Yamada's variables are included in above model

For number 3 Student Career Development,additional questions can be included on model

- At Entry - Admissions
  Registration
- Ongoing - Use of SIGI-PLUS
  - Enrollment in Career Development Classes
  - Participation in Career Seminars
- Post grad - Survey to Alumni
  Alumni Weekend Survey
  Mailout to Alumni

For number 4, Student Personal Development, participation in social activities: dances, intramurals etc; participation in SGA tryouts for RA's (normal components of the year-end report of the Dean of Students), enrollment in PSY 101--personal development, can be used to supply data on personal development of students. The following would also contribute data for assessment of personal development of students:

- Question on exit interview?
- Question on how are you doing?
- Question on alumni survey?
- Student Affairs Annual Report

Faculty, Staff and Institution: Model IA

No. 5 Satisfaction questionnaire for faculty/administrators

No. 6
- ---Summary from Survey Reports of Accomplishment (SRA's)
- ---Summary report from Faculty Development Committee
- ---Sabbaticals granted
- ---Dean's report on faculty credentials
  (These would all appear in the annual report of Academic Affairs)

No. 7
- -- Evaluation of the Continuing Education Program including the Ambassador's (Annual Report of Academic Affairs)
- -- Community Fund Campaign--success and support
- -- Speakers bureau? (Annual Report of Development)

No. 8 Ability to acquire resources:

- ---Admission's report (annual)
- ---Development report (annual)
- ---Budget analysis of College i.e. did we finish in the black; were funds used efficiently?
- ---Comparative study from Board of Higher Ed-UMM
- ---Dean's report on faculty credentials (from#6)
- ---SRA's from faculty-professional development (#6)
- ---Annual Report from Financial Affairs

No. 9 Organizational Health

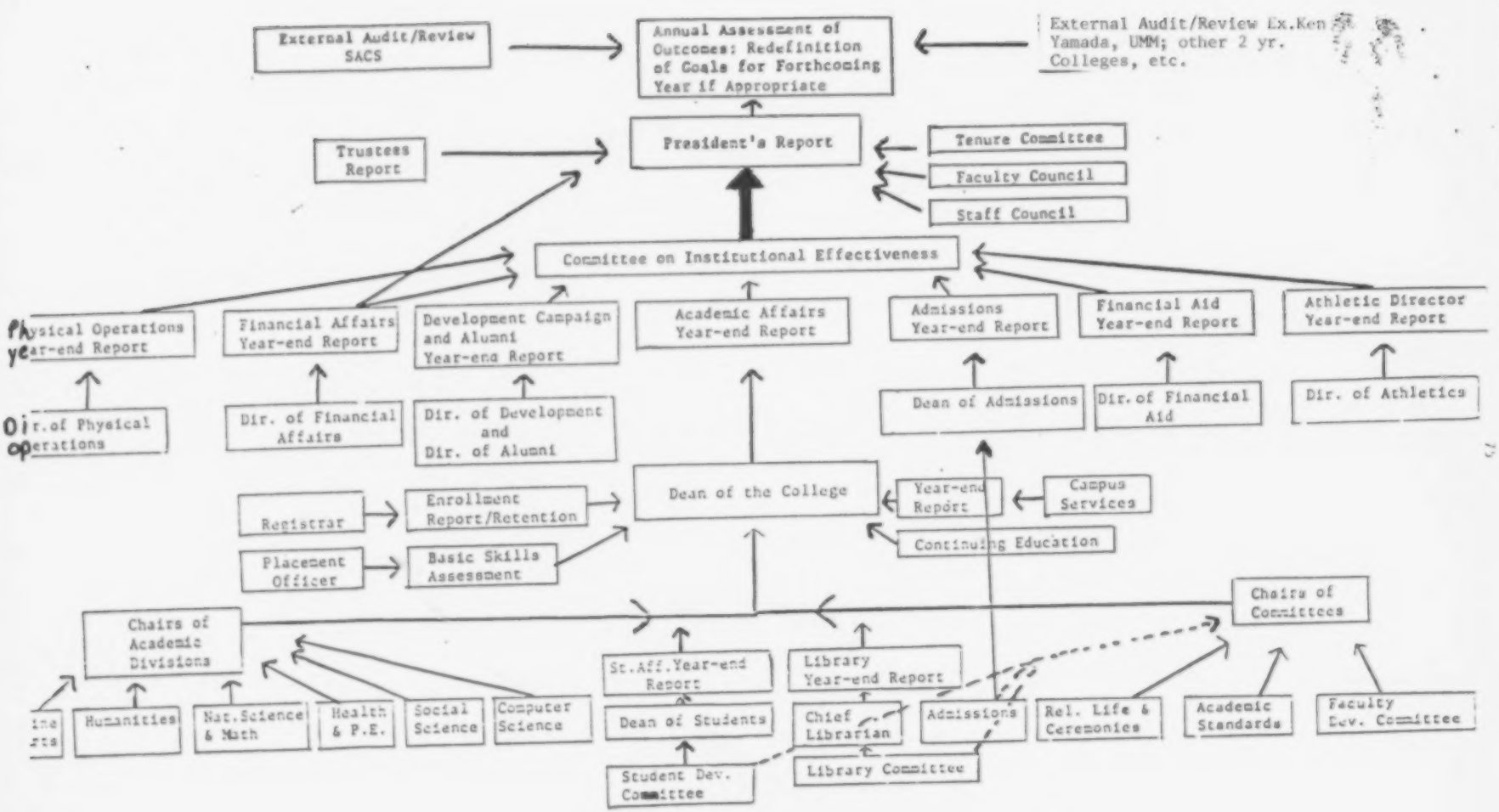
- ---Report from Faculty Council
- ---Report from Staff Council
- ---Degree of satisfaction questionnaire (#5)
- ---Report from SGA
- ---Report from Committee on Continuing Education (part of #7)
- ---Report from Alumni(alumni annual report)
- ---Report from Development(part of #8)
- ---Administrator's evaluation--evaluation of administrative flow
- ---Physical facilities (annual report of Physical operations)

Nos. 8 & 9 Executive Committee to Trustees
President's Report to Trustees
- ---Fall
- ---Spring

No. 5-9 of Yamada's Scheme

VI

ADMINISTRATIVE OVERVIEW OF ASSESSMENT



Solid Lines ..... direct lines of reporting assessment data.

Broken Lines..... more indirect lines of reporting assessment data.

VII

YEAR-END REPORTS

Year-end Reports

Content

I Physical Operations

A. General

1 - Statement of goals
2 - Methods for attaining goals #1
3 - Assessment of effectiveness of #2
4 - Supportive data #3
5 - Re-examination of #1, 2 & 3

B. Specific (report must include)

1 - Annual campus major facility maintenance schedule
2 - Projected needs for physical facility and priority listing
3 - Analysis of staffing needs
4 - Satisfaction inventory of staff (may be conducted by IEC committee)
5 - Satisfaction survey's for students, faculty, administration for maintenance/housekeeping.
6 - Others?

II Financial Affairs

A. General

1 - Statement of Goals
2 - Methods for attaining goals #1
3 - Assessment of effectiveness of #2
4 - Supportive date #3
5 - Re-examination of #1,2 & 3.

B. Specific (report must include)

1 - Budget analysis of college
- did we finish in black? Were funds used efficiently in major areas?
- Comparative study with other institutions - UMM.
2 - Salaries and fringe benefits for employees, how do we compare?
3 - Satisfaction inventory of staff (may be conducted by IEC)
4 - Evaluation of auxiliary service and student satisfaction with these?
5 - Others.

III Development

A. General

1 - Statement of Goals
2 - Methods for attaining goals #1
3 - Assessment of Effectiveness of #2
4 - Supportive data #3
5 - Re-examination of #1, 2 & 3.

B. Specific (must be included in report)

1 - Annual fund campaign-results and comparisons
2 - Capital fund campaign-results and comparisons
3 - Faculty and staff participation in #1
4 - Community support activities sponsored or assisted
5 - Alumni support for #1 & 2 and other contributions in time, etc.
6 - Alumni satisfaction with educational experience at Brevard
7 - Satisfaction inventory of staff (may be conducted by IEC)
8 - What is the ratio of income generated to expense of development?
9 - Others?

IV Admissions

A. General

1 - Statement of goals
2 - Methods of attaining goals #1
3 - Assessment of Effectiveness of #2
4 - Supportive data #3
5 - Re-examination of 1, 2 & 3

B. Specific (must be included in report)

1 - Student profile on entry and comparisons
2 - Effectiveness of admissions procedures, i.e. contacts - applicant - matriculant ratios
3 - Results of Admission's graduation questionnaire
4 - Future projections and special projects, i.e. Provisional Admission, etc.
5 - Satisfaction inventory of staff (may be conducted by IEC)
6 - What is the cost per student recruited?
7 - Others? Admission Committee -- Dean of Admissions

V. Financial Aid

A. General

1 - Statement of Goals
2 - Methods of attaining goals #1
3 - Assessment of effectiveness of #2
4 - Supportive data #3

5 - Re-examination of #1, 2 & 3.

B. Specific (must be included in report)

1 - Financial aid awarded, sources and comparisons
2 - Projected financial aid need for future
3 - Satisfaction inventory of staff (may be conducted by IEC)
4 - Others?

VI Athletics

A. General

1 - Statement of Goals
2 - Methods of attaining goals #1
3 - Assessment of effectiveness of #2
4 - Supportive data #3
5 - Re-examination of #1,2 & 3.

B. Specific (must be included in Report)

1 - Scholarship needs for athletes
2 - Success of athletics teams and comparisons
3 - Academic achievement of athletes
4 - Income from athletic events
5 - Use of and projected needs of athletic complex and grounds
6 - Satisfaction inventory of staff (may be conducted by IEC)
7 - Others?

VII Academic Affairs

A. General

1 - Statement of Goals
2 - Methods of attaining #1
3 - Assessment of Effectiveness of #2
4 - Supportive data #3
5 - Re-examination of #1,2, & 3.

B. Specific (must be included in report)

1 - Registration information on students, enrollmint trends, comparisons, retention study, number of graduates, transferability of courses (Registrar's year-end Report)

2 - Placement information i.e. Basic skills assessment: SAT M/V, TSWE, H.S. average, math placement, computational competency (Placement Officer's year-end Report)

3 - Student Satisfaction. How are you doing

questionnaire; exit interviews; academic advising evaluations; participation in: SGA, RA'S, PSY 101, career development, SIGI-PLUS, personal and career counseling, social activities, intramurals, residents programming, (student development committee - Dean of Students year-end report)

4 - Student personal growth: Satisfaction questionnaires, residence programming, activity of SGA, Uniform Guidelines (effectiveness and data compared to previous years, community service. Assessment of these through personal interviews, questionnaires to current students and alumni). (Dean of Students year-end report).

5 - Library usage and status, i.e. number of volumes compared to previous years and like institutions, number of students and faculty using the facility, other community oriented activities (Library committee - Chief Librarian's year-end report).

6 - Reports from Committees

- Religious Life and Ceremonies: religious atmosphere and reports on Who's Who, Honor's Day and Graduation.

- Academic Standards: status of the curriculum in relation to SACS requirements, transferability, academic integrity.

- Faculty Development Committee: Report of travel, professional study, sabbaticals, and special projects to improve or measure the effectiveness of instruction.

7 - Reports from Divisions

- All should have similar general goals. Reports should emphasize: SRA's of faculty; enrollment, contact loads, credit hours generated etc; grants written; innovative teaching methodologics; outcome assessments -- basic skills, major area competence etc; staffing needs; facility needs; faculty credentials, additional study, plans for sabbaticals etc; program additions/deletions, plans for future

8 - Continuing Education reports from Director of Continuing Education to include degrees of participation in program kinds of program.

evidence of quality (through in-class observation, student-teacher evaluations,etc), budget analysis, future plans or expansion.

9 - Campus Services report on usage and projected needs in personnel, equipment.

10 - Satisfaction inventory of Staff (may be conducted by IEC)

11 - Miscellaneous

- Overview of faculty credentials, ranks, teaching loads, salaries and fringe benefits, etc.
- Overview of faculty development activities
- Student performance - early warnings, absences, academic probations, learning contracts, Dean's list & Honor-Roll
- Transferability and transfer GPA's
- Enrollment trends
- Cost-effective analyses
- Facility needs
- Program direction

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